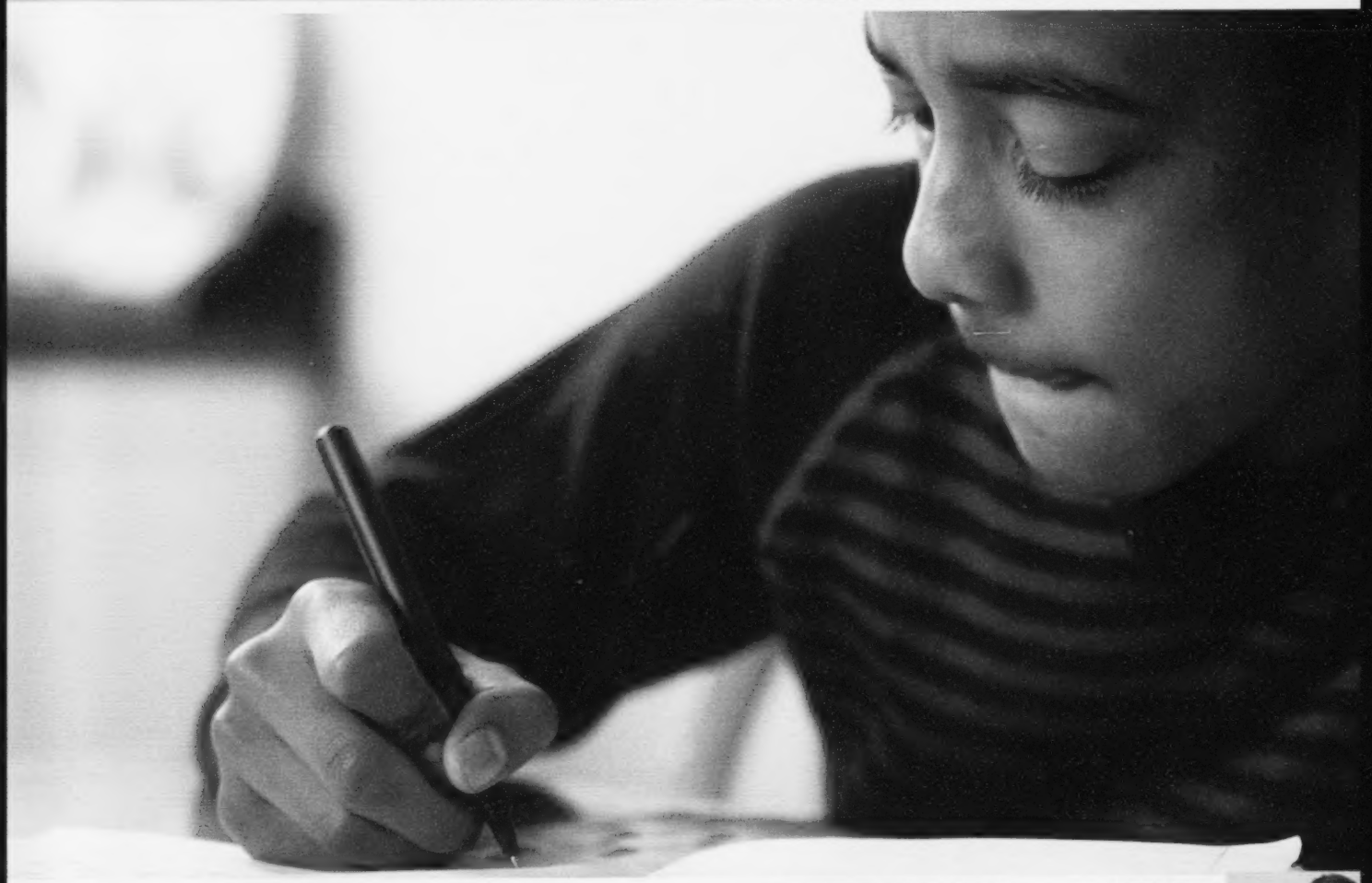
Department of Education and Early Childhood Development

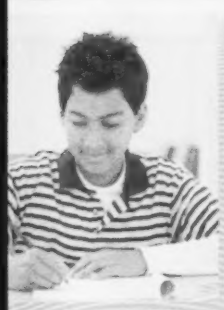
Annual Report

2009-2010

Rapport annuel

Ministère de l'Éducation et du Développement de la petite enfance





Prince Edward Island
CANADA

Île-du-Prince-Édouard
CANADA

Annual Report
Rapport Annuel

April 1, 2009 to March 31, 2010
Du 1er avril 2009 au 31 mars 2010

Prince Edward Island
Department of Education
and Early Childhood Development

Île-du-Prince-Édouard
Ministère de l'Éducation et
Développement de la petite enfance

Department of Education and Early Childhood Development/
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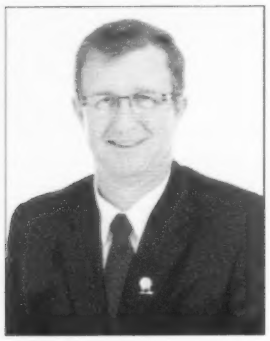
Message From the Minister

Message de la ministre



To the Honourable Barbara A. Hagerman
Lieutenant Governor
Province of Prince Edward Island

Your Honour:

It is my privilege to submit the Annual Report for the Department of Education and Early Childhood Development for the fiscal year ended March 31, 2010.

Respectfully submitted,

Présenté à l'honorable Barbara A. Hagerman
Lieutenante-gouverneure
de l'Île-du-Prince Édouard

Votre Honneur,

J'ai le privilège de soumettre le rapport annuel du ministère de l' Éducation et du Développement de la petite enfance pour l'exercice financier se terminant le 21 mars 2010.

Respectueusement soumis,

J. Alan McIsaac
Minister of Education and Early Childhood Development
Ministre de l'Éducation et du Développement de la petite enfance

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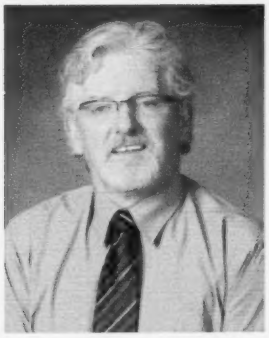
Message de la sous-ministre



The Honourable Alan McIsaac
Minister of Education and Early Childhood Development
Province of Prince Edward Island
PO Box 2000
Charlottetown, PE C1A 7N8

Honourable Minister:

It is my pleasure to present this annual report of the Department of Education and Early Childhood Development for the fiscal year April 1, 2009 to March 31, 2010.

In January, Premier Robert Ghiz named Honourable Doug Currie Minister of our department, and shortly thereafter, I was invited to serve as Deputy Minister. I want to take this opportunity to thank all staff for their warm welcome and dedicated support as we became adjusted to our new responsibilities.

This was an eventful year of enrichment and positive change for education and early learning in our province. The process to transition kindergarten into the public school system resulted in new investments in construction, new training programs for

Honorable Alan McIsaac
Ministre de l'Éducation et du Développement de la petite enfance
Province de l'Île-du-Prince-Édouard
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Charlottetown PE C1A 7N8

Monsieur le Ministre,

Je suis heureux de vous présenter le rapport annuel du ministère de l'Éducation et du Développement de la petite enfance pour l'exercice financier qui a commencé le 1er avril 2009 pour se terminer le 31 mars 2010.

En janvier, le premier ministre Robert Ghiz a nommé l'honorable Doug Currie en tant que ministre de l'Éducation et du Développement de la petite enfance. Peu après, j'ai été invité à occuper le poste de sous-ministre. Je profite de l'occasion pour remercier tout le personnel de leur accueil chaleureux et de leur appui pendant nous nous adoptions à nos nouvelles responsabilités.

Ce fut une année enrichissante et remplie de changements positifs pour notre province sur le plan de l'éducation et de l'apprentissage précoce. L'intégration de la maternelle au système scolaire a donné lieu à de nouveaux investissements en

early childhood educators and new resources for kindergarten classrooms. We have been working in close partnership with the early childhood sector to ensure a sustainable, high quality early childhood system is available for Island children and families following the transition.

Teaching and learning have been well supported with significant enhancements to curricula, resources, programs and services. I commend the hard work and dedicated support of school, board and department staff who were called on to assist with the reorganization of schools in the Eastern School District, prepare for the possibility of an H1N1 Influenza Pandemic, and facilitate the permanent relocation of the department to Summerside.

Great things are happening in early childhood centres, kindergartens, schools and our community. I wish to acknowledge our employees and our education partners for their tremendous commitment to the children and youth in our province.

Sincerely,

construction, à de nouveaux programmes de formation pour les éducatrices de la petite enfance et à de nouvelles ressources pour les salles de classe de maternelle. Nous collaborons de très près avec le secteur de la petite enfance afin d'assurer qu'un système durable et de haute qualité soit offert aux enfants et aux familles à la suite de la transition.

L'enseignement et l'apprentissage ont bien été appuyés par les améliorations significatives apportées au niveau des programmes d'études, des ressources, des programmes et des services. Je félicite les membres dévoués du personnel des écoles, des commissions et du ministère qui ont travaillé fort à la réorganisation des écoles de la Commission scolaire de l'est, se sont préparés à la possibilité d'une pandémie de la grippe H1N1, et ont facilité le déménagement permanent du ministère à Summerside.

Bien des choses intéressantes se passent à la maternelle, ainsi que dans les centres de la petite enfance, les écoles et notre communauté. Je désire remercier nos employés et nos partenaires en éducation pour leur immense engagement envers les enfants et les jeunes de notre province.

Veuillez agréer, Monsieur le Ministre, mes salutations distinguées,

Dr. Alex (Sandy) MacDonald
Deputy Minister of Education
and Early Childhood Development

Alex (Sandy) MacDonald
La sous-ministre de l'Éducation,

Year in Review April 2009 to March 2010

Expenditures

In 2009-2010, the Department of Education and Early Childhood Development budget increased by 5.7 percent. The operating budget was approximately $207 million. A capital budget of almost $25 million was allocated for school construction, capital upgrades and school bus replacement. The estimated spending per student was $10,000 (excluding capital) which is comparable to other Atlantic jurisdictions.

Educators

In 2009-2010, the public education system employed 1,536 full-time equivalent teachers. The student/teacher ratio was 13.3:1; one of the lowest ratios in the country. As well, there were 312 educational assistants and youth workers, 281 school bus drivers, 110 administrative staff, and 206 custodial and maintenance staff. In the early childhood system there were 309 certified early childhood educators and a total of 592 staff.

Child and Student Enrollment

In 2009, 8,362 children were under age six and 4,603 of them were in licensed care. There were 147 licensed early childhood centres offering 5,084 licensed spaces and 200 licensed infant spaces. In kindergarten, 1,574 children were enrolled in 83 licensed programs across the province.

In the public school system enrollment was 19,955 in 2009-2010. There were 4,125 students enrolled in French Immersion, the third highest per capita in the country. Of the 62 public schools, 56 were English and six were French First Language.

Curriculum and Resources

There were significant improvements to curricula and programs in a number of subject areas and grade levels. Many new classroom resources and technologies were implemented and professional development was enhanced. The math curriculum was restructured and language arts curriculum was further supported with new primary literacy resources and high school writing courses. New courses for Career and Technology Education (CTE), English as an Additional Language (EAL), Visual Arts, Applied Science and Social Studies provided current, relevant learning opportunities for students at many grade and academic levels.

The PEI Historic Places Binder was unveiled in the Legislature by Minister Gerard Greenan and Minister Carolyn Bertram. This new, made-in-PEI resource complements curriculum for Grade 6 Social Studies in English, French and French Immersion, Grade 9 French, and Grade 12 PEI history. It highlights the rich history of 33 heritage buildings across the province.

Island educators and historians join Ministers Carolyn Bertram and Gerard Greenan at the Legislature to celebrate Prince Edward Island Historic Places, the new curriculum resource that supports the Island History curriculum.

A new scheduling model was introduced as a pilot in French First Language high schools. Five 60-minute classes each day, rather than four 75-minute classes, gave students a wider selection of courses and the ability to take more courses, which had many potential benefits.

Interest in summer learning increased significantly and, as a result, more courses in more subject areas were offered to high school students during the summer months. The Summer Cooperative Education Program also expanded to offer opportunities for more students to gain practical work experience related to their career interests.

The department, in partnership with all three school boards, increased the focus on career education, especially in high schools. New career development curriculum and resources, expanded trades and apprenticeship programs, and community partnerships offered students practical knowledge and experience related to their academic and career interests. A new agreement with the Prince County Hospital introduced Cooperative Education students in the Western School Board to the many career possibilities in health care. The department supported work at the school board level to broaden community partnerships in learning similar to the Prince County Hospital agreement.

Enrichment

An Advanced Placement Program (AP) was introduced in the Western School Board. This challenging program allowed high school students to earn a university credit or advanced standing at many universities and colleges.

The International Baccalaureate (IB) Program was introduced to students in Charlottetown high schools. The two-year diploma program followed the IB preparatory course introduced to Grade 10 students last year.

Primary Literacy Intervention Program (PLIP)

A report of the Primary Literacy Intervention Program (PLIP), introduced to students in Grades 2 and 3, indicated that 88 percent of struggling readers who participated were reading at or above grade level by the end of the school year. The program was made possible through annual investments of approximately $270,000 for PLIP teachers, specialized training and classroom resources.

School Development

An external review of the School Development process encouraged a more unified provincial approach to School Development planning. As a result a more coordinated professional development program supported administrators to become instructional leaders, and supported educators to work collaboratively to enhance teaching and learning.

Arts Smarts

Twelve new Arts Smarts projects were funded by the Departments of Education and Early Childhood Development and Tourism and Culture. Local artists and educators worked together to expand the boundaries of learning in all areas of curriculum at the elementary, intermediate and senior high level.

Doug Currie, the Minister of Education and Early Childhood Development watches students at Eliot River Elementary sketch the intricate details of a flower in their Arts Smarts Program.

Modernizing our System

The $400,000 Koha library automation system installed in most intermediate and high schools across the province was a much faster, user-friendly system that enhanced library service for students and enabled teacher-librarians to spend more time assisting students in their quest for information.

The school bus modernization program to improve school bus safety ensured the fleet was adequately refreshed and met the new age replacement standards. Effective September 1, 2009, new government regulations required that regular school buses be replaced every 11 years and spare buses every 13 years. Government purchased 60 new school buses in 2008-2009 and 40 new buses in 2009-2010 at a total cost of $8 million.

The department website design and navigation was restructured and new policies were implemented to ensure website content was current, accurate, relevant and interesting. The website committee comprisesd all sections of the department with the Communications Officer responsible for content administration and one staff member dedicated to uploading.

The Minister of Education and Early Childhood Development signed a Campus Agreement in October 2009 to permit the Microsoft Office 2007 Suite to be installed on all hardware in schools, boards, the Department of Education and Early Childhood Development, as well as, the division of Continuing Education and Training. The software improved document sharing and simplified participation in curriculum development with other provinces and educational publishers.

Kindergarten Transition

Following the release of the Kindergarten Commissioner's report on kindergarten, government announced that kindergarten would be a full-day, mandatory program in the public school system. The play-based curriculum would continue to be used with a student-to-teacher ratio of 15:1. Existing kindergarten educators would have first consideration for the new kindergarten teaching positions in the school system, and a Bachelor of Education in Early Childhood program would be developed, in collaboration with UPEI, to ensure early childhood educators could achieve the credentials necessary to teach in the public school system.

A Kindergarten Transition Team (KTT) and nine working groups began immediately to ensure the school system was prepared for kindergarten children in September, 2010. The KTT covered a broad scope of work in areas of logistics, programming and human resources. The nine working groups included: space, equipment, transportation and materials; professional development for school system staff; professional development and certification for educators; specialty areas; special needs, including enrichment; transition issues for early childhood centres; legislation; evaluation; and communications.

Early Childhood

Government committed to working closely with the early childhood sector to identify and address educator training and certification needs, and determine a policy direction to support a viable and sustainable early learning system following the transition of kindergarten programs to the public school system.

A Request for Proposals (RFP) was issued for a comprehensive review of early learning in the province that would lead to a sustainable, high quality, accessible early childhood system serving all Island children and their families. At the same time, an Early Childhood Financial Impact Study was commissioned to analyze the financial impact to the sector and identify options for potential measures and supports.

Because of her expertise in early childhood development, Kathleen Flanagan was contracted to facilitate the development of a vision and a five-year plan to renew the early childhood sector. An online survey was created to solicit input from parents, caregivers and all Islanders involved in the lives of preschool children.

An Accelerated Training Program was created to address the shortage of certified Early Childhood Educators in the system after kindergarten educators moved to the public school system. The program provided non-certified staff in licensed early childhood centres with their tuition and the opportunity to complete their Diploma in Early Childhood Care and Education in one rather than two years. This program was funded through the Labour Market Development Agreement in partnership with provincial and federal governments, Holland College and Collège Acadie.

Construction

This year, significant capital funding was provided to prepare space for kindergarten children entering the public school system in September 2010. Construction began on a new $8.7 million facility at Glen Stewart Elementary in Stratford for students in Grades 4 to 6. There is a $2.3 million kindergarten addition at Westwood Primary School. More than $2 million has been allocated for classroom construction at L.M. Montgomery and Westwood Primary, and mobile classrooms at Sherwood Elementary. Construction projects will be complete in time for the arrival of kindergarten students.

A new $5 million addition at Elm Street Elementary School in Summerside was officially opened in October. The new $22 million high school in Montague will officially open in September 2010.

Construction plans were finalized for École St-Augustin in Rustico. Construction of the new $4.2 million K-6 French language school was scheduled to begin in the spring of 2010.

School Reorganization

The Eastern School District voted to close eight schools in the spring of 2009: Dundas Consolidated; Eastern Kings Consolidated; Fortune Consolidated; Grand Tracadie Elementary; Rollo Bay Consolidated; St. Peters Consolidated; St. Teresa's Consolidated; and Tracadie Cross Consolidated. As a result, Mount Stewart Consolidated was renovated to accommodate transferring students, Fortune Consolidated was turned over to the CSLF, and Rollo Bay Consolidated was utilized for a local child care program. The other seven schools were declared surplus by the Department of Transportation and Public Works. A plan for their disposal includes offering them to communities, sale or demolition. Furniture and equipment were disbursed to the receiving schools.

Assessments

More than 1,000 Grade 3 students took part in the Primary Literacy Assessment. The results were encouraging; 85 percent of students met the expectations for reading comprehension at the end of Grade 3, up from 72 percent in 2008 and 62 percent in 2007.

Almost 1,500 Grade 6 students participated in the Elementary Literacy Assessment, which measured how well students were reading and writing. A drop in the reading results from 71 percent to 52 percent indicated that students were having difficulty reading non-fiction material. This was the first time writing was assessed and 74 percent of students met the standard.

An Intermediate Math Assessment was implemented with 1,567 Grade 9 students. The average score was 62 percent and showed small gains in all seven areas tested.

A Primary Math Assessment was introduced in the Western School Board and La Commission scolaire de langue française. It measured four areas of math curriculum. Approximately 500 Grade 4 students in English, French and French Immersion were assessed and 68 percent met expectations. This assessment will be implemented in all three school boards next year.

H1N1

Before schools opened in September 2009, school, board and department staff began preparing for the possibility of a H1N1 influenza pandemic. A public education campaign directed towards early learning centres, schools and the workplace focused on illness prevention using proper hygiene and cough etiquette. Hand sanitizers were installed in all public areas and posters and videos were distributed promoting proper hand washing technique.

A special link to current and accurate H1N1 information was available on the department website home page. Information was distributed to all early learning centres and schools, and messages were crafted for schools to send home to parents.

Parents, students, school staff and administration played a key role in minimizing the spread of H1N1 prior to the availability of the vaccine and throughout the immunization program. A guideline for school closure was defined as more than 10 percent of the student population being out due to influenza-like symptoms. This required a collaborative system of tracking and reporting incidence of illness at the school level. Although a number of schools reported absences of more than 10 percent, no schools closed because the number of teachers reporting illness was much lower than the for students. The provincial professional development day was rescheduled to accommodate the school-based immunization program, which went smoothly, in part, because of the great assistance from school staff.

Parent Engagement

Support continued for the PEI Home and School Federation Parent Engagement Strategy with a second round of funding in the amount of $25,000. The Parent Engagement Opportunity Fund was established to encourage parents to become more involved in their children's learning. Grants up to $350 were available to school-based parent groups to fund events, projects or training in support of parent involvement.

Relocation

In October, 25 department employees began working in Summerside in phase I of the permanent relocation of the department. Most of the employees who moved into the historic Holman Building office in downtown Summerside, live and provide services in the Prince County area. The final relocation of the department was slated for July, 2010.

Aboriginal Education

For the first time in the history of the province, Aboriginal stakeholders came together to collaborate on the development of an Action Plan for Aboriginal Education. The Aboriginal Education Summit was a significant step in a new direction in Aboriginal learning in which the First Nations, federal and provincial governments collaborated to move Aboriginal issues forward. The three-year Action Plan for Aboriginal Education will empower First Nations students and celebrate Aboriginal culture. Areas of action include: administrative cooperation; transition support; culturally affirming policies and programs; data collection; and improved educational outcomes.

A Memorandum of Understanding (MOU) for First Nation education in PEI is awaiting final signature.

A decision by Treasury Board allows up to 50 percent of tuition fee increases to be re-invested in Aboriginal education programs in a multi-year tuition agreement with both First Nations.

School Health

The provincial results of the School Health Survey were released and funding was announced for school health grants. The School Health Action Planning and Evaluation System (SHAPES-PEI) Survey was used by researchers at UPEI to collect data from 5,000 students in Grades 5 to12 on healthy eating, physical activity and mental fitness. It was implemented in collaboration with the new national Youth Smoking Survey, funded by Health Canada. The information will be used for planning at the school, district and provincial levels. Funding of $50,000 is available to school communities planning school health initiatives. SHAPES will be used to collect student health data every two years.

Susan Willis, Principal at Charlottetown Rural High School; Dr. Donna Murnaghan, Comprehensive School Health Research Group at UPEI; Honourable Doug Currie, Minister of Education and Early Childhood Development; and Sterling Carruthers, School Health Specialist with the Department review *Prince Edward Island: Mental Fitness, Physical Activity and Healthy Eating*, the final report on school health.

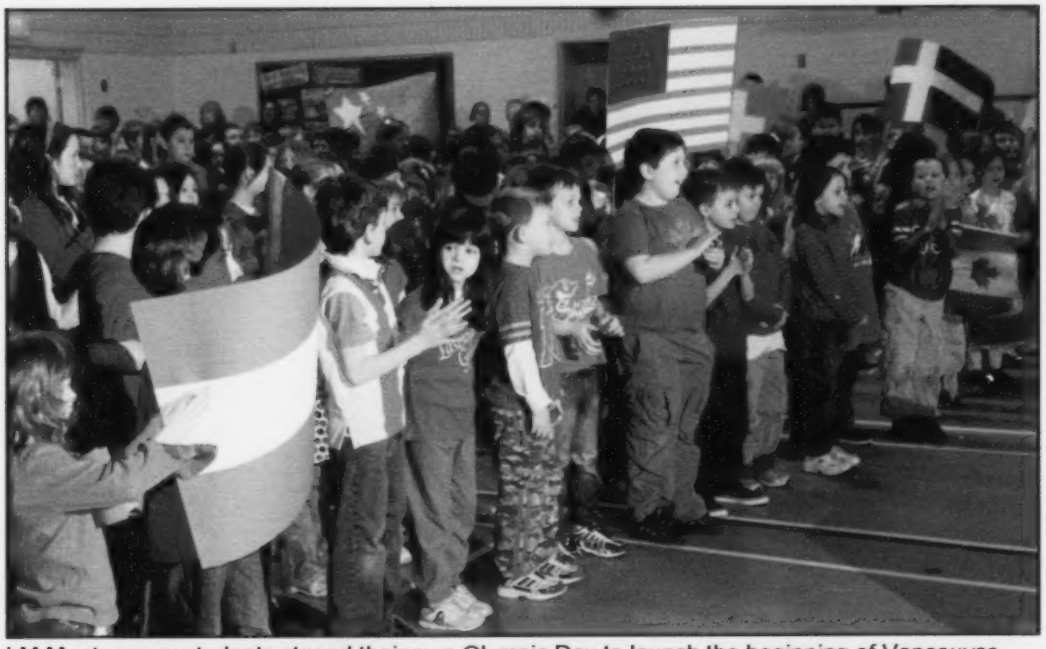
Joint Consortium for School Health

Minister Currie announced that PEI will serve as the lead jurisdiction for the Joint Consortium for School Health until 2015. The Consortium is a national organization of provincial and territorial governments and the federal government. It collaborates across health and education sectors to provide a comprehensive and coordinated approach to school health. The office will be housed with the department in Summerside.

Vancouver 2010

Island teachers and students showed tremendous spirit for the Olympic and Paralympic Games by participating in Project Showcase on the Vancouver 2010 website. More Island projects were showcased than any other province in Canada except for the host province, British Columbia.

Schools and classrooms across Canada were encouraged to post special projects related to the Winter Games or the pillars of sport, culture and sustainability for the future. Of 150 projects posted, 43 of them were from Island schools. Many Island participants were eligible to receive a pair of the popular red mittens which was a great motivator.



LM Montgomery students staged their own Olympic Day to launch the beginning of Vancouver 2010. Education and Early Childhood Development Minister Doug Currie officially opened the day-long event which began with a mini torch run and an enthusiastic group warm up with star athletes from UPEI women's and men's hockey.

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Transition Expo

The Community Access Facilitator worked with school board and community staff to hold Transition Expos for students in Grades 8 to12 with disabilities and their families. The Expos featured representatives from government, private and not-for-profit agencies who support students with disabilities. The well-attended expos offered helpful information about education, recreation, advocacy, support and many other programs and services available in the community.

Autism Services Report

The department commissioned a report to develop an action plan that would support a provincial autism strategy. The strategy would provide a governance structure, align interdepartmental policies and protocols, strengthen communication, and, ultimately, support efforts to provide quality support and services to children with Autism Spectrum Disorder and their families.

The report contributors were members of the Autism Action Group (AAG) which was comprised of representatives from the Departments of Health, Education and Early Childhood Development, and Social Services and Seniors, and the Autism Society of PEI.

The report outlines recommendations and action items of the AAG with regard to structure, program quality, and communication. A preliminary analysis of the report is underway to identify, prioritize and cost the key recommendations.

The number of children with Autism Spectrum Disorder in our school system continues to increase. This year there were 149 children with Autism Spectrum Disorder in schools and 26 children in the preschool autism program. There were 14 children diagnosed with Autism Spectrum Disorder waiting for service and 25 children waiting for diagnosis. A new Preschool Autism Coordinator and a new Preschool Autism Specialist joined the department in January. The addition of these staff will increase our capacity to serve children with the disorder.

School Sport

In the spring of 2009, ACA Consultants, an independent firm, conducted a comprehensive organizational review of the PEI School Athletic Association. The review cited concerns relative to organizational structure, governance, and accountability. As a result of the review, the department and the Public Service Commission established a classified position of School Sport Coordinator.

The department provides resources to maintain school athletic programs and services and ensure highly qualified people provide leadership and support to the school athletics program.

Bilan de l'année - avril 2009 à mars 2010

Dépenses

Le budget du ministère de l'Éducation et du Développement de la petite enfance a augmenté de 5,7 % en 2009-2010. Le budget de fonctionnement s'élevait environ à 207 millions de dollars. Un budget d'immobilisations d'environ 25 millions de dollars a été affecté à la construction d'écoles, à la modernisation des immobilisations et au remplacement d'autobus scolaires. L'estimation des dépenses par élève se chiffre à 10 000 $ (excluant les immobilisations), ce qui est comparable aux autres provinces de l'Atlantique.

Éducateurs

En 2009-2010, le système d'éducation public employait 1 536 enseignants équivalents temps plein. Le rapport élèves-enseignant était de 13,3:1, soit l'un des plus bas au pays. Le système comptait également 312 assistants en éducation et travailleurs auprès des jeunes, 281 chauffeurs d'autobus scolaire, 110 employés administratifs, ainsi que 206 employés de garde et d'entretien. Le système de la petite enfance, quant à lui, comptait 309 éducateurs brevetés, et 592 employés au total.

Inscriptions des enfants et des élèves

Dans la province, en 2009, il y avait 8 362 enfants âgés de moins de six ans, dont 4 603 fréquentaient un centre de la petite enfance homologué. On comptait 147 centres de la petite enfance homologués qui offraient 5 084 places autorisées, de même que 200 places autorisées pour les nourrissons. À la maternelle, 1 574 enfants étaient inscrits dans 83 programmes homologués à l'échelle de la province.

Dans le système scolaire public, en 2009-2010, il y a eu 19 955 inscriptions. Par ailleurs, on comptait 4 125 élèves inscrits dans le programme d'immersion en français, ce qui plaçait la province au troisième rang à ce chapitre dans l'ensemble du pays. Parmi les 62 écoles publiques, 56 étaient de langue anglaise et 6 étaient de langue française (langue première).

Programme d'enseignement et ressources

D'importantes améliorations ont été apportées aux différents cours et programmes d'enseignement dans un certain nombre de matières et de niveaux scolaires. Aussi, beaucoup de nouvelles ressources et technologies ont été mises en place en classe, et le perfectionnement professionnel a été amélioré. Le programme de mathématiques a fait l'objet d'une restructuration, tandis que celui des arts du langage a reçu plus de soutien, grâce à de nouvelles ressources en littératie au primaire et à de nouveaux cours de rédaction au secondaire. Les nouveaux cours en sensibilisation aux carrières et en enseignement technique, en anglais langue additionnelle, en arts visuels, ainsi qu'en sciences appliquées et en sciences humaines offrent aux élèves de nombreux niveaux scolaires des possibilités d'apprentissage actuelles et pertinentes.

La brochure sur les lieux patrimoniaux de l'Île-du-Prince-Édouard intitulée PEI Historic Places a été présentée devant l'Assemblée législative par les ministres Gerard Greenan et Carolyn Bertram. Cette nouvelle ressource conçue à l'Î.-P.-É. constitue un complément aux programmes d'enseignement de la 6e année en sciences humaines de langue anglaise, de langue française et d'immersion en français, de la 9e année en français, et de la 12e année en histoire de l'Î.-P.-É. Elle met en valeur 33 édifices du patrimoine de partout dans la province, ainsi que leur riche histoire.

Un nouveau modèle d'horaire a été mis à l'essai dans les écoles secondaires de langue française. Les quatre classes de 75 minutes par jour ont été remplacées par cinq classes de 60 minutes, ce qui offre aux élèves une plus grande variété de cours et la possibilité d'en prendre un plus grand nombre, en plus de présenter de nombreux avantages possibles.

L'intérêt pour les possibilités d'apprentissage durant l'été a considérablement augmenté, et, par conséquent, un plus grand nombre de cours dans une plus grande variété de matières ont été offerts aux élèves du secondaire pendant la saison estivale. Le Programme estival d'éducation coopérative s'est également élargi pour offrir des occasions à un plus grand nombre d'élèves d'acquérir de l'expérience pratique de travail liée à leurs préférences en matière de carrière.

Le ministère, en partenariat avec les trois commissions scolaires de la province, a accru l'importance accordée à la sensibilisation aux carrières, particulièrement dans les écoles secondaires. Les nouveaux programmes d'enseignement et les nouvelles ressources en matière de développement de la carrière, les programmes améliorés visant les métiers et les stages, ainsi que les partenariats communautaires offrent aux élèves des connaissances et des expériences pratiques liées à leurs préférences scolaires et de carrière. Une nouvelle entente avec l'hôpital du comté de Prince permettra d'initier les élèves du programme d'éducation coopérative de la Commission scolaire de l'ouest aux nombreuses possibilités de carrière qu'offre le domaine des soins de santé. Le ministère soutient le travail effectué au niveau des commissions scolaires visant à augmenter le nombre de partenariats communautaires en matière d'apprentissage semblables à l'entente conclue avec l'hôpital du comté de Prince.

Enrichissement

Un programme de reclassement a été mis en place dans la Commission scolaire de l'ouest. Ce programme stimulant permet aux élèves du secondaire d'obtenir des crédits d'université ou des équivalences de cours valables dans de nombreux établissements universitaires et collégiaux.

Le Programme de baccalauréat international est offert aux élèves des écoles secondaires de Charlottetown. Ce programme de deux ans menant à l'obtention d'un diplôme suit le cours préparatoire qui a été offert aux élèves de 10e année l'an dernier.

Programme d'intervention en littératie au primaire

Un rapport du Programme d'intervention en littératie au primaire offert aux élèves de 2e et de 3e année a révélé que 88 % des élèves qui avaient de la difficulté à lire et qui ont participé au programme avaient atteint ou surpassé le niveau de lecture de leur niveau scolaire à la fin de l'année. Ce programme a été rendu possible grâce aux investissements annuels s'élevant environ à 270 000 $ servant à payer les frais liés aux enseignants du programme, à la formation spécialisée et aux ressources en classe.

Développement scolaire

Un examen externe sur le processus de développement scolaire a encouragé l'adoption d'une approche provinciale plus uniforme en matière de planification du développement scolaire. Par conséquent, un programme de perfectionnement professionnel mieux coordonné soutient maintenant les gestionnaires, pour qu'ils deviennent de bons dirigeants dans le domaine de l'enseignement, ainsi que les éducateurs, pour qu'ils travaillent en collaboration de sorte à améliorer l'enseignement et l'apprentissage.

GénieArts

Douze nouveaux projets GénieArts ont été financés cette année par le ministère de l'Éducation et du Développement de la petite enfance, ainsi que par le ministère du Tourisme et de la Culture. Des artistes et des éducateurs locaux ont travaillé ensemble pour élargir les horizons de l'apprentissage dans tous les domaines du programme d'enseignement aux niveaux primaire et secondaire.

Modernisation du système

Le système d'automatisation KOHA pour les bibliothèques, un investissement s'élevant à 400 000 $, a été installé dans la plupart des écoles secondaires de la province. Il s'agit d'un système rapide et convivial qui améliore les services offerts aux élèves dans les bibliothèques et qui permet aux professeurs-bibliothécaires d'accorder plus de temps aux élèves dans leurs recherches de renseignements.

Le programme de modernisation des autobus scolaires, qui vise à améliorer la sécurité à bord de ces véhicules, veillera à ce que le parc d'autobus soit renouvelé adéquatement et que l'âge de chaque autobus respecte de nouvelles normes. En vigueur depuis le 1er septembre 2009, les nouveaux règlements gouvernementaux exigent que les autobus scolaires ordinaires soient remplacés tous les 11 ans, et les autobus de réserve, tous les 13 ans. Le gouvernement a acheté 60 nouveaux autobus scolaires en 2008-2009 et 40 en 2009-2010, ce qui représente un investissement total de 8 millions de dollars.

Le design et la navigation sur le site Web du ministère ont fait l'objet d'une restructuration. Aussi, de nouvelles politiques ont été mises en œuvre pour veiller à ce que le contenu du site soit à jour, exact, pertinent et intéressant. Le comité du site Web est composé de membres venant de toutes les sections du ministère, de l'agent de communications responsable de la gestion du contenu et d'un employé chargé du téléversement de l'information.

Le ministre de l'Éducation et du Développement de la petite enfance a signé, en octobre 2009, une entente pour permettre d'installer la suite logicielle Microsoft Office 2007 sur tout le matériel informatique des écoles, des commissions scolaires, du ministère de l'Éducation et du Développement de la petite enfance et de la Division de l'éducation permanente et de la formation. Cette entente permettra d'améliorer le partage des documents et de simplifier la participation d'autres provinces et de maisons d'édition scolaires dans l'élaboration des programmes d'enseignement.

Transition des maternelles

Pour donner suite à la publication du rapport de la commissaire des maternelles, le gouvernement a annoncé que les maternelles seraient un programme à temps plein, obligatoire et intégré dans le système scolaire public. Le programme d'enseignement axé sur le jeu continuerait d'être utilisé, et comporterait un rapport élèves-enseignant de 15:1. Les éducateurs de maternelle ayant déjà un poste seraient d'abord pris en considération pour les nouveaux emplois dans le système scolaire, et un baccalauréat en éducation à la petite enfance serait créé en collaboration avec l'Université de l'Île-du-Prince-Édouard pour s'assurer que les éducateurs de la petite enfance pourraient obtenir les attestations d'études nécessaires pour enseigner dans le système scolaire public.

L'Équipe de transition du programme de maternelle ainsi que neuf groupes de travail ont commencé immédiatement à préparer le système scolaire de sorte qu'il puisse accueillir les élèves de maternelle en septembre 2010. Cette équipe a examiné une grande variété d'éléments dans les domaines de la logistique, de la programmation et des ressources humaines. Quant aux neuf groupes de travail, ceux-ci ont étudié les domaines suivants : 1) Espace, équipement, transport et matériel; 2) Perfectionnement professionnel pour le personnel du système scolaire; 3) Perfectionnement professionnel et agrément pour les éducateurs; 4) Domaines spécialisés; 5) Besoins spéciaux (incluant l'enrichissement); 6) Questions liées à la transition pour les centres de la petite enfance; 7) Dispositions législatives; 8) Évaluation; 9) Communications.

Petite enfance

Le gouvernement s'est engagé à travailler en étroite collaboration avec le secteur de la petite enfance pour cerner les besoins des éducateurs en matière de formation et d'agrément et pour y répondre, ainsi que pour déterminer des directives afin de soutenir un système d'apprentissage de la petite enfance viable et durable après le transfert du programme de maternelle dans le système scolaire public.

Une demande de propositions a été émise pour l'obtention d'un examen détaillé de l'apprentissage de la petite enfance dans la province qui mènerait à la mise en place d'un système durable, accessible et de qualité supérieure offrant des services à tous les enfants de l'Île ainsi qu'à leur famille. Aussi, une étude sur l'impact financier dans le domaine de la petite enfance a été commandée pour analyser les répercussions financières sur le secteur et déterminer les différentes options de mesures et de soutien possibles.

En raison de son expertise dans le domaine du développement de la petite enfance, Kathleen Flanagan a été engagée pour faciliter l'élaboration d'une vision ainsi que d'un plan quinquennal pour renouveler le secteur de la petite enfance. Un sondage en ligne a été créé pour obtenir des commentaires de la part des parents, des fournisseurs de soins et de tous les Insulaires jouant un rôle dans la vie des enfants d'âge préscolaire.

Un programme de formation accélérée a été créé pour faire face à la pénurie d'éducateurs de la petite enfance brevetés dans le système après le passage des éducateurs de maternelle au système scolaire public. Ce programme a offert aux employés non brevetés des centres de la petite enfance homologués le paiement de leurs droits de scolarité et la possibilité d'obtenir leur diplôme en soins éducatifs à la petite enfance en un an plutôt que deux. Ce programme a été financé grâce à l'Entente sur le développement du marché du travail, en partenariat avec les gouvernements fédéral et provincial, le Holland College et le Collège Acadie Î.-P.-É.

Constructions

Cette année, des fonds d'immobilisations considérables ont été fournis pour préparer l'espace destiné à accueillir les élèves de maternelle entrant dans le système scolaire public en septembre 2010. Les travaux ont commencé par la construction d'une nouvelle installation de 8,7 millions de dollars à l'école Glen Stewart Elementary de Stratford pour les élèves de la 4e à la 6e année. Aussi, une annexe pour la maternelle a été bâtie à l'école Westwood Primary, ce qui représente un investissement de 2,3 millions de dollars. Également, plus de 2 millions de dollars ont été affectés pour la construction de classes dans les écoles L. M. Montgomery et Westwood Primary, ainsi que pour la mise en place de classes mobiles à l'école Sherwood Elementary. Les projets de construction seront terminés à temps pour l'arrivée des élèves de maternelle.

Une nouvelle annexe, dont les coûts se sont élevés à 5 millions de dollars, a officiellement ouvert ses portes en octobre à l'école Elm Street Elementary de Summerside. Quant à la nouvelle école secondaire de Montague, qui a nécessité des investissements se chiffrant à 22 millions de dollars, elle sera inaugurée officiellement en septembre 2010.

Les derniers détails concernant les plans d'exécution de l'école Saint-Augustin de Rustico ont été mis au point. Le début de la construction de la nouvelle école de langue française de 4,2 millions de dollars que fréquenteront des élèves allant de la maternelle à la 6e année est prévu pour le printemps 2010.

Réorganisation des écoles

La Commission scolaire de l'est a voté la fermeture de huit écoles au printemps 2009, soit les écoles Dundas Consolidated, Eastern Kings Consolidated, Fortune Consolidated, Grand Tracadie Elementary, Rollo Bay Consolidated, St. Peters Consolidated, St. Teresa's Consolidated, et Tracadie Cross Consolidated.

Par conséquent, l'école Mount Stewart Consolidated a été rénovée pour accueillir les élèves transférés, l'école Fortune Consolidated a été cédée à la Commission scolaire de langue française, et l'école Rollo Bay Consolidated est utilisée pour un programme de garde d'enfants local. Les sept autres écoles ont été déclarées comme étant des surplus par le ministère des Transports et des Travaux publics. Les plans de liquidation pour ces installations comprennent le don à des collectivités, la vente ou la démolition. Le mobilier et les équipements ont été remis aux écoles qui accueilleront les élèves.

Évaluations

Plus d'un millier d'élèves de 3e année ont pris part à l'évaluation de la littératie au primaire. Les résultats étaient encourageants : 85 % des élèves satisfaisaient aux attentes en compréhension de lecture à la fin de la 3e année, ce qui était une augmentation par rapport aux pourcentages de 2008 (72 %) et de 2007 (62 %). Près de 1 500 élèves de 6e année ont participé à l'évaluation de la littératie à l'élémentaire qui mesurait les aptitudes des élèves en lecture et en écriture. La baisse observée dans les résultats en lecture, qui sont passés de 71 % à 52 %, indiquait que les élèves avaient de la difficulté à lire des documents d'ordre général. Aussi, il s'agissait de la première fois que les aptitudes en écriture étaient évaluées, et 74 % des élèves ont satisfait aux normes.

L'évaluation en mathématiques à l'intermédiaire a été présentée à 1 567 élèves de 9e année. La moyenne a été de 62 %, et l'évaluation indiquait qu'il y avait de petits progrès dans les sept domaines examinés. L'évaluation des mathématiques au primaire a été mise en place à la Commission scolaire de l'ouest et à la Commission scolaire de langue française. Elle a évalué quatre domaines du programme des mathématiques. Environ 500 élèves de 4e année de langue anglaise, de langue française et d'immersion en français ont été évalués, et 68 % d'entre eux ont satisfait aux attentes. Cette évaluation sera mise en œuvre dans les trois commissions scolaires l'an prochain.

H1N1

Avant le début des classes en septembre 2009, le personnel des écoles, des commissions scolaires et du ministère a commencé à se préparer relativement à la possibilité d'une pandémie de grippe H1N1. La campagne de sensibilisation publique destinée aux centres de la petite enfance, aux écoles et aux lieux de travail a été axée sur la prévention de la maladie au moyen d'une hygiène appropriée et du respect de l'étiquette de la toux. Des distributeurs de désinfectant pour les mains ont également été installés dans tous les lieux publics, et des affiches ainsi que des vidéos ont été distribuées afin de promouvoir la technique appropriée pour se laver les mains.

Un lien spécial pour obtenir de l'information à jour et exacte sur la grippe H1N1 était accessible sur la page d'accueil du site Web du ministère. L'information a été diffusée dans tous les centres de la petite enfance, ainsi que dans toutes les écoles, et des messages ont été rédigés pour que les écoles les envoient aux parents.

Les parents, les élèves, ainsi que le personnel et l'administration des écoles ont joué un rôle clé en empêchant la grippe H1N1 de se propager avant que le vaccin soit offert et tout au long du programme d'immunisation. Des directives concernant la fermeture des écoles ont été déterminées, car plus de 10 % de la population scolaire était absente en raison de symptômes semblables à ceux de la grippe. Cela nécessitait la mise en place d'un système de collaboration en matière de suivi et de communication de l'incidence de la maladie dans les écoles. Bien qu'un certain nombre d'écoles aient rapporté un pourcentage d'absence supérieur à 10 %, aucune n'a fermé, car le nombre d'enseignants qui se sont déclarés malades était considérablement inférieur à celui des élèves. La date de la journée provinciale de perfectionnement professionnel a été modifiée pour répondre aux besoins du programme d'immunisation effectué dans les écoles, qui s'est déroulé sans difficulté en partie en raison de l'aide considérable qu'a fournie le personnel des écoles.

Participation des parents

Le soutien offert pour la stratégie de participation des parents de la PEI Home and School Federation s'est poursuivi avec le versement d'une deuxième tranche de financement s'élevant à 25 000 $. Le Fonds pour la participation des parents a été créé pour encourager les parents à participer davantage à l'apprentissage de leur enfant. Des subventions pouvant atteindre 350 $ sont offertes aux groupes de parents d'élèves pour financer des événements, des projets ou des formations afin d'appuyer la participation des parents.

Déplacement

En octobre, 25 employés du ministère ont commencé à travailler à Summerside dans le cadre de la phase I du déplacement permanent du ministère. La plupart des employés qui ont été mutés dans les bureaux de l'immeuble historique Holman, situé dans le centre-ville de Summerside, vivent et offrent des services dans la région du comté de Prince. Le déplacement complet du ministère est prévu pour juillet 2010.

Éducation des Autochtones

Pour la première fois dans l'histoire de la province, des intervenants autochtones se sont réunis pour participer à l'élaboration d'un plan d'action relatif à l'éducation des Autochtones. Le Sommet sur l'éducation des Autochtones représentait un pas important dans une nouvelle direction en matière d'apprentissage pour les Autochtones, où les gouvernements fédéral, provincial et des Premières Nations unissaient leurs efforts pour faire avancer les questions touchant les Autochtones. Le plan d'action triennal pour l'éducation des Autochtones donnera des moyens aux élèves des Premières Nations d'apprendre et de célébrer la culture autochtone. Les champs d'action comprennent la coopération administrative, le soutien en matière de transition, les politiques et les programmes d'affirmation culturelle, la collecte de données et l'amélioration des résultats en éducation.

Un protocole d'entente sur l'éducation des Premières Nations à l'Î.-P.-É. est sur le point d'être signé. Une décision du Conseil du Trésor permet que jusqu'à 50 % des augmentations relatives aux droits de scolarité soient réinvesties dans les programmes d'éducation des Autochtones. Une entente pluriannuelle sur les droits de scolarité a également été conclue avec les Premières Nations.

Changements au sein du ministère

En janvier, en raison d'un remaniement ministériel effectué par le premier ministre Robert Ghiz, l'honorable Doug Currie a été nommé ministre de l'Éducation et du Développement de la petite enfance. Le leadership et l'engagement empreints de dévouement dont Gerard Greenan a fait preuve durant son mandat en tant que ministre sont grandement appréciés et resteront gravés dans la mémoire de la direction et du personnel. Quelques mois plus tard, Shauna Sullivan Curley a été mutée au Bureau du procureur général et au Bureau de la sécurité publique, et Alex (Sandy) MacDonald a été nommé sous-ministre de l'Éducation et du Développement de la petite enfance.

Santé dans les écoles

Les résultats du sondage provincial sur la santé dans les écoles ont été rendus publics. Des subventions pour favoriser la santé dans les établissements scolaires ont également été annoncées. Le Système

d'intervention, de planification et d'évaluation de la santé dans les écoles (SHAPES – Î.-P.-É.) a servi aux chercheurs de l'Université de l'Île-du-Prince-Édouard pour recueillir des données sur 5 000 élèves allant de la 5e à la 12e année concernant l'alimentation saine, l'activité physique et la santé mentale. Ce système a été mis en place avec le concours de la nouvelle enquête nationale sur le tabagisme chez les jeunes, financée par Santé Canada.

L'information recueillie sera utilisée à des fins de planification au niveau des écoles, des commissions scolaires et de la province. Un fonds de 50 000 $ est offert aux communautés scolaires qui mettent sur pied des initiatives pour favoriser la santé dans les écoles. Le système SHAPES servira à recueillir des données sur la santé des élèves tous les deux ans.

Consortium conjoint pour les écoles en santé

Le ministre Doug Currie a annoncé que l'Î.-P.-É. agirait à titre d'administration responsable du Consortium conjoint pour les écoles en santé jusqu'en 2015. Ce consortium est un organisme national réunissant les gouvernements fédéral, provinciaux et territoriaux du Canada. Il collabore avec les secteurs de la santé et de l'éducation pour fournir une approche complète et coordonnée en matière de santé dans les écoles. Les bureaux du consortium seront situés au même endroit que ceux du ministère, à Summerside.

Vancouver 2010

Les enseignants et les élèves de l'Île ont fait preuve d'un dynamisme extraordinaire pour les Jeux olympiques et paralympiques en participant à la présentation de projets effectuée sur le site Web de Vancouver 2010. Plus de projets de l'Île ont été présentés que n'importe quelle autre province du Canada, à l'exception de la province d'accueil, la Colombie-Britannique.

Les écoles et les classes de partout au Canada étaient encouragées à ajouter sur le site Web des projets spéciaux relatifs aux Jeux d'hiver ou aux piliers que sont le sport, la culture et la durabilité écologique pour l'avenir. Parmi les 150 projets présentés, 43 venaient des écoles de l'Île. Beaucoup de participants de l'Île étaient admissibles à recevoir une paire des populaires mitaines rouges, ce qui fut un important élément de motivation.

Expo de transition

La responsable de l'accès communautaire a travaillé avec le personnel des commissions scolaires et des collectivités pour organiser des expositions de transition pour les élèves de la 8e à la 12e année ayant une incapacité ainsi que leur famille. Il y avait à ces expositions des représentants d'organismes gouvernementaux, privés et sans but lucratif qui soutiennent les élèves ayant une incapacité. Les expositions, qui ont attiré beaucoup de visiteurs, offraient de l'information utile sur l'éducation, les loisirs, la sensibilisation, le soutien et de nombreux autres programmes et services offerts dans la collectivité.

Rapport sur les services en autisme

Le ministère a commandé un rapport afin d'élaborer un plan d'action qui soutiendrait une stratégie provinciale en matière d'autisme. Cette stratégie fournirait une structure de gouvernance, harmoniserait

les politiques et les protocoles interministériels, renforcerait la communication, et, finalement, appuierait les efforts visant à fournir du soutien et des services de qualité aux enfants ayant un trouble du spectre autistique et aux familles de ces enfants.

Les collaborateurs au rapport étaient des membres de l'Autism Action Group, qui était composé de représentants du ministère de la Santé, du ministère de l'Éducation et du Développement de la petite enfance, du ministère des Services sociaux et des Aînés et de l'Autism Society of PEI.

Ce rapport présente des recommandations et les points prioritaires de l'Autism Action Group concernant la structure, la qualité des programmes et la communication. Une analyse préliminaire du rapport est en cours pour cerner et classer par ordre de priorité les recommandations clés, ainsi que pour en évaluer le coût.

Le nombre d'enfants atteints d'autisme dans le système scolaire de la province continue d'augmenter. Cette année, on comptait 149 enfants atteints d'un trouble du spectre autistique dans les écoles, et 26 dans le programme préscolaire pour les autistes. Il y avait également 14 enfants chez qui on avait diagnostiqué un trouble du spectre autistique qui étaient en attente de services, et 25 autres qui attendaient de recevoir leur diagnostic. Une nouvelle coordonnatrice et un nouveau spécialiste en autisme préscolaire sont entrés en fonction dans le ministère en janvier, ce qui augmentera notre capacité à servir les enfants atteints d'un trouble du spectre autistique.

Sports en milieu scolaire

Le ministère fournit des ressources pour conserver les programmes et les services liés aux sports en milieu scolaire, ainsi que pour s'assurer que des gens hautement qualifiés offrent du leadership et du soutien dans le cadre de ces programmes. Au printemps 2009, une entreprise indépendante, ACA Consultants, a effectué un examen organisationnel complet de la PEI School Athletic Association. Cet examen a mentionné des préoccupations relativement à la structure, à la gouvernance et à la responsabilisation de l'organisation. En raison des résultats de cet examen, le ministère et la Commission de la fonction publique ont créé le poste classifié de coordonnateur des sports en milieu scolaire.

Strategic Plan

Vision, Mission, Principles and Goals

Vision Statement

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education and Early Childhood Development is the leader in ensuring equitable opportunities for lifelong learning.

Mission Statement

Our mission is to provide leadership in the pursuit of excellence, and to create effective learning opportunities for all.

We are responsible for acceptable results in the following areas:

- quality of legislation, regulation and policies;
- quality of programs and services;
- public and client satisfaction;
- accessibility and equity of programs and services; and
- employee satisfaction.

Guiding Principles

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education and Early Childhood Development believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- our human resources;
- public service;
- timely and relevant communication;
- innovation and creativity;
- delivery of high-quality services; and
- honesty and respect.

We believe that:

- responsibility for learning is shared among individuals, families and communities;
- everyone has the right to learn;
- learning occurs in many different ways, in many different places and at many different ages;
- all learners have the right to access learning opportunities to enable them to reach their potential.

Organizational Principles

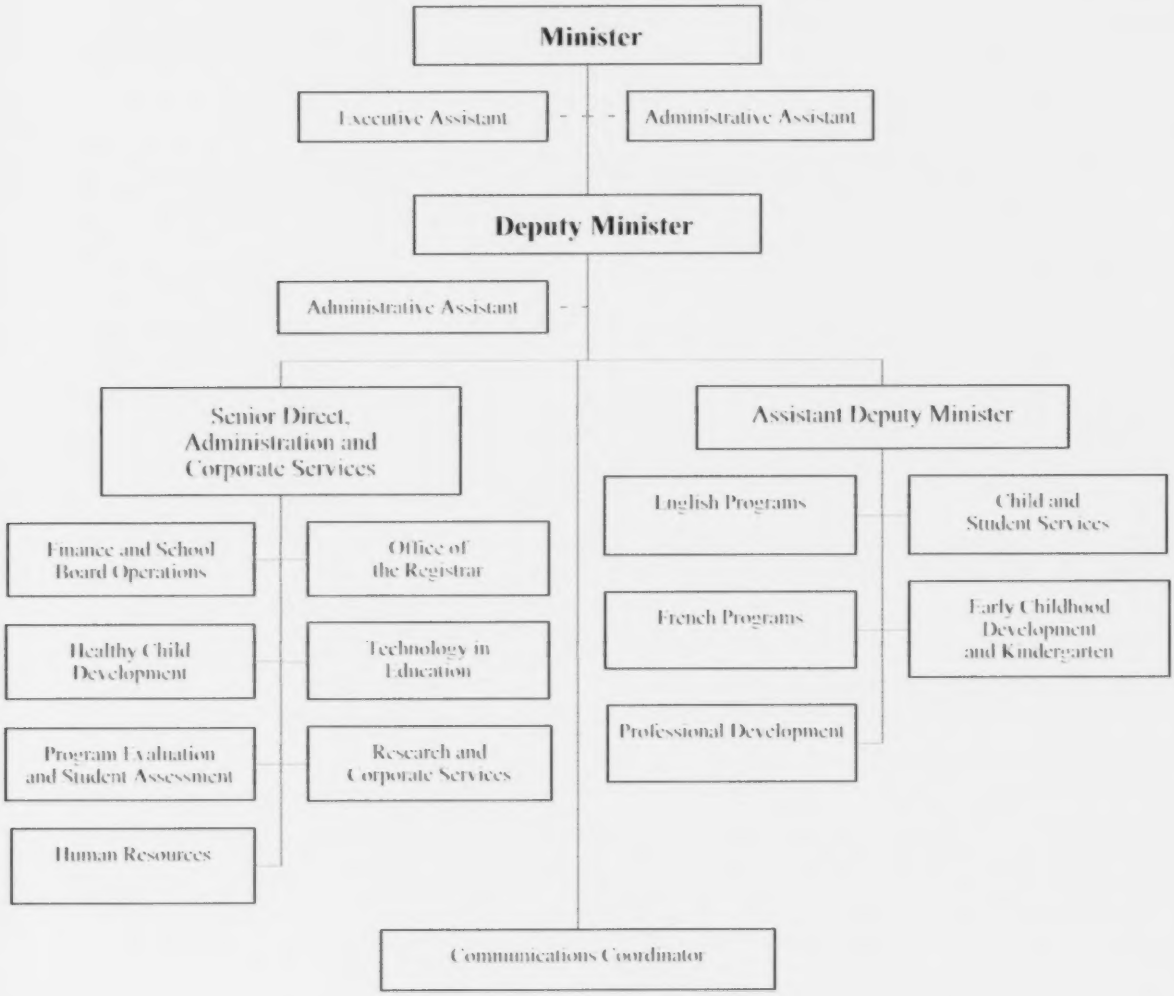
Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

- The mission statement for the Department of Education and Early Childhood Development will form the basis for decision-making.
- The divisional roles and responsibilities must be clearly reflective of the department's vision, mission, values and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization. Ensuring there is a two-way flow of information among all levels of the department is essential.
- Employees are encouraged to provide input on all department issues. Employees play an integral part in developing and maintaining a positive departmental image. An informed staff is a critical communications agent.
- Every individual in the department recognizes the value of teamwork and will be encouraged to take advantage of opportunities for working together. Cooperation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand is critical for success. The department will provide training and professional development opportunities to staff to develop their skills and abilities.
- Cooperation among partners in lifelong learning is fundamental to the success of our mission.

Goals of Department of Education and Early Childhood Development

- Improve lifelong learning outcomes in PEI
- Improve public and client satisfaction with department programs and services
- Improve employee satisfaction
- Increase collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients
- Improve accountability

Organization Chart 2009-2010



Minster's Roles and Responsibilities

The minister shall:

- define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island;
- research and assess changing needs, trends and approaches in education and develop and implement strategic plans;
- provide leadership and coordination to develop curriculum, define curriculum, articulate curriculum standards and assess and evaluate programs at each level;
- establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met;
- establish policies for the provision of special education services;
- establish rules respecting the granting of credits, provincial certificates and diplomas;
- establish the school calendar in accordance with the regulations; and
- establish an accountability framework for the school system.

The minister may:

- approve and establish courses of study, including the amount of instruction time;
- approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs;
- prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools;
- approve the conduct of pilot, experimental or local programs in schools;
- establish such policies respecting educational services as the minister considers necessary;
- establish policies respecting the assessment and evaluation of students;
- establish classes and categories of instructional licenses and authorizations to substitute for teachers;
- determine the number and type of positions in each school board; and
- take such actions as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*.

Deputy Minister's Roles and Responsibilities

As a member of the Deputy Minister's Council within government, the deputy minister is responsible to the premier and to the minister of Education and Early Childhood Development. The deputy minister provides leadership in achieving high quality legislation, programs and policies in public education and early childhood development.

- quality of legislation, regulation and enforcement of all acts assigned to the department;
- quality of programs and services in public education and in continuing education and training;
- quality of policies in public education and in continuing education and training;
- public satisfaction with the department's performance;
- client satisfaction with the department's programs and services;
- quality of educational and other departmental outcomes;
- impact of the department's programs and services on educational, economic, social and cultural outcomes;
- cost effectiveness of the department's programs and services and the condition of the department's finances;
- employee satisfaction and performance;
- occupational health, welfare and safety of department employees; and
- condition of the department's physical assets.

Legislative Responsibility

Legislation

Legislation administered by the Department of Education and Early Childhood Development for which our minister is responsible includes:

- *Child Care Facilities Act*
- *Island Regulatory and Appeals Commission Act*
- *School Act*
- *Teachers' Superannuation Act*

Approved Minister's Directives

The following directives were approved during the reporting period:

- **MD No. 2009-02**
  Terms of Employment for Non Instructional Substitutes
  (Supersedes MD No. 2005-05)

- **MD No. 2009-04**
  School Board Staffing and Funding Program for the 2009-2010 School Board Fiscal Year
  (Supersedes MD No. 2008-03)

- **MD No. 2009-06**
  Student Transfers Between French Programs
  (Supersedes MD No. 2009-06)

Roles of Divisions

Administration and Corporate Services Branch

The Administration and Corporate Services Branch is responsible for the financial and administrative aspects of the department mandate. Services include general and financial administration, school board operations, staff certification, research, planning and evaluation, technology support, and human resources.

Finance and School Board Operations

The Finance and School Board Operations division provides administrative and financial support services to the department and public school system. The division also manages and provides support and advice regarding teacher pensions. Areas of responsibility include budget development and control, accounting, purchasing, provisioning texts and materials through the learning materials centre, managing the school construction and capital repair program, and processing payroll for the school system.

Office of the Registrar

The Office of the Registrar issues teacher licenses and looks after matters regarding teacher certification, substitute teacher and early childhood educator authorization, educational assistant authorization, and upgrades for teachers. The registrar also carries out inspections of private schools.

Healthy Child Development

The Healthy Child Development section provides policy and planning advice to support the healthy development of Island children. It offers direct support to Island children and their families to ensure that young children have access to programs and services that will guide and enhance their early development. Staff provide support and leadership to the Children's Secretariat, provide resources for the Premier's Council on Healthy Child Development, oversee the licensing and regulation of early childhood centres, support early childhood programming, and provide policy and programming for children with special needs, including the Preschool Autism Program.

Technology in Education

The Technology in Education (TIE) section is responsible for providing leadership, coordination and support in the development, in-service and maintenance of Communication and Information Technology (CIT) curriculum programs. This includes courses that are CIT specific and curriculum development in collaboration with subject curriculum specialists where integration can be used to satisfy both core subject outcomes as well as CIT outcomes.

Program Evaluation and Student Assessment

The Program Evaluation and Student Assessment section is responsible for the development and administration of the provincial Common Assessment program, as well as, regional, national and international student assessment programs and activities. The section provides guidance, advice and support in the areas of student assessment and program evaluation to the department and to educational partners. The section also carries out inspections of private schools.

Research and Corporate Services

The Research and Corporate Services section provides guidance, advice and support to the department and to educational partners in applied research, strategic planning, policy and program analysis, legislative coordination, performance measurement, data and recorded information management, and the *French Language Services Act* and *Freedom of Information and Protection of Privacy Act*.

Human Resources

The Human Resources section provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development.

The section is responsible for development and training, performance development, and human resource policy and planning.

Learning and Early Childhood Development Branch

The Learning and Early Childhood Development Branch has the responsibility to develop and deliver high quality programs and curricula in both English and French to Island children from birth to the end of Grade 12. It also provides the support and services necessary to enhance programs and curricula.

English Programs

The English Programs division is responsible for providing leadership, coordination and support in the development of quality English language curricula, as well as, support services and resources for teachers and students in Grades 1 to 12.

French Programs

The French Programs division provides leadership, coordination and support in the development, in-service and maintenance of quality curriculum programs, support services and resources for French First Language, French Immersion, Intensive French, Core French and Enhanced French programs for students from Grade 1 to Grade 12 in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Child and Student Services

The Child and Student Services division provides learning supports and services to students, their families, and teachers in the public school system. It works closely with school boards, and partners with other government departments and community organizations on student services issues and initiatives.

Early Childhood Development and Kindergarten

The Early Childhood Development and Kindergarten section provides policy, program and funding advice to the government in areas relating to provincial kindergarten programs. It supports kindergarten programs within the early childhood system to ensure Island children have a high quality early learning experience. The section funds a core kindergarten program, develops and implements curriculum and provides curriculum resources and support to English, French First Language and French Immersion kindergarten programs.

Professional Development / School Development

Through the Professional Development section, the Department of Education and Early Childhood Development supports educators in continuous learning. Continuous learning ensures that educators are informed about new knowledge and best practices, and how to integrate these into their work in support of student learning. Through the School Development process, administrators and teachers are supported to examine their school through established success indicators, and to develop goals and action plans that will move them collectively to greater success in student learning.

Communication Coordinator

The Communications Coordinator reports to the deputy minister and works with all divisions and sections to ensure consistent information is communicated throughout the department and to the public. This position is responsible for planning, implementing and evaluating a broad range of communications activities for the department and for government. This position also coordinates events and announcements related to department programs and initiatives.

Rôles des divisions

Direction de l'administration et des services ministériels

La Direction de l'administration et des services ministériels est chargée des aspects financiers et administratifs du mandat du ministère. Les services incluent l'administration générale et financière, la gestion des commissions scolaires, l'attestation du personnel, la recherche, la planification et l'évaluation, le soutien technologique, et les ressources humaines.

Gestion des finances et des commissions scolaires

La Division de gestion des finances et des commissions scolaires offre des services de soutien administratif et financier au ministère et au système scolaire. La division gère également les pensions des enseignants et offre un appui et des conseils dans ce domaine. Les secteurs de responsabilité incluent : l'établissement et le contrôle du budget, la comptabilité, les achats, l'approvisionnement de textes et de matériels par l'entremise du centre de fournitures scolaires, la gestion du programme de construction d'écoles et de gros entretiens, et le traitement de la paie pour le système scolaire.

Bureau du registraire

Le Bureau du registraire délivre les brevets d'enseignement et s'occupe des affaires liées aux brevets d'enseignement, aux autorisations des suppléants et des éducatrices de la petite enfance, l'autorisation des assistants en éducation et les mises à jour pour les enseignants. Le registraire mène également les inspections dans les écoles privées.

Développement sain de l'enfant

La section du développement sain de l'enfant offre des conseils en matière de politiques et de planification en vue d'appuyer le développement sain des enfants de l'Île. Elle offre un appui direct aux enfants de l'Île et à leur famille pour veiller à ce que les jeunes enfants aient accès à des programmes et services qui guident et améliorent le développement précoce. Le personnel apporte une direction et un soutien au Secrétariat à l'enfance; fournit des ressources au Conseil du premier ministre sur le développement sain de l'enfant; gère la délivrance de permis et la réglementation des centres de la petite enfance; appuie les programmes de la petite enfance; et élabore des politiques et des programmes à l'intention des enfants à besoins spéciaux, dont le programme d'autisme préscolaire.

Technologie en éducation

La section de la technologie en éducation est chargée de diriger, de coordonner et d'appuyer le développement et le maintien des programmes d'études en matière de technologies de l'information et des communications (TIC) ainsi que la formation connexe. Ceci comprend les cours axés sur les TIC ainsi que le développement de plans de cours en collaboration avec les spécialistes de programmes d'études là où l'intégration peut satisfaire tant les objectifs de base des cours que ceux des TIC.

Évaluation des programmes et évaluation des élèves

La section d'évaluation des programmes et d'évaluation des élèves est responsable de l'élaboration et de l'administration du programme provincial d'évaluation commune et coordonne les activités et programmes d'évaluation d'élèves à l'échelle régionale, nationale et internationale. La section offre des conseils et de l'appui au ministère et aux partenaires en éducation en matière d'évaluation des programmes et des élèves. Elle mène également les inspections des écoles privées.

Recherche et services ministériels

La section de la recherche et des services ministériels offre une direction, des conseils et un appui au ministère et aux partenaires en éducation dans le domaine de la recherche appliquée, de la planification stratégique, de l'analyse des politiques et des programmes, de la coordination des normes juridiques, des indicateurs de rendement, de la gestion des données et des renseignements enregistrés, ainsi que de la Loi sur les services en français et la *Freedom of Information and Protection of Privacy Act* (loi sur l'accès à l'information et la protection de la vie privée).

Ressources humaines

La section des ressources humaines fournit des services au ministère dans le domaine de l'administration de la dotation, de la classification, du personnel, de la paie, des conventions collectives et du perfectionnement professionnel. Elle est responsable du perfectionnement et de la formation, de l'amélioration du rendement, ainsi que de la planification et de la politique en matière de ressources humaines.

Direction de l'apprentissage et du développement de la petite enfance

La Direction de l'apprentissage et du développement de la petite enfance est chargée de mettre au point et d'administrer des programmes et des plans de cours de haute qualité, en anglais et en français, pour les enfants de l'Île de la naissance à la douzième année. Elle fournit également un appui et des services en vue d'améliorer les programmes et les plans de cours.

Programmes en anglais

La Division des programmes en anglais fournit une direction, une coordination et un soutien au développement de programmes d'études de langue anglaise de qualité. Elle fournit également des ressources et des services de soutien aux enseignants et aux élèves de la première à la douzième année.

Programmes en français

La Division des programmes en français fournit une direction, une coordination et un soutien au développement et au maintien de programmes d'études de qualité, ainsi que la formation connexe. Elle fournit également des services de soutien et des ressources aux programmes de français langue maternelle, d'immersion française, de français intensif, de français de base et de français approfondi pour les élèves de la première à la douzième année dans le système scolaire de l'Île-du-Prince-Édouard. La division offre également aux enseignants et aux élèves des possibilités de promouvoir l'éducation en français.

Services à l'enfance et aux élèves

La Division des services à l'enfance et aux élèves offre des services et des soutiens d'apprentissage aux élèves, à leur famille et aux enseignants du système scolaire. Elle travaille de près avec les commissions scolaires et s'associe à d'autres ministères et organismes communautaires dans le cadre d'initiatives en matière de services aux élèves.

Programmes de développement de la petite enfance et de maternelle

La section des programmes de développement de la petite enfance et de maternelle offre des conseils au gouvernement en matière de politiques, de programmes et de financement dans les domaines liés au programme de maternelle provincial. Elle appuie les programmes de maternelle au sein du système de la petite enfance afin d'assurer que les enfants de l'Île vivent une expérience d'apprentissage précoce de qualité. La section finance le programme de base de maternelle, élabore et exécute les programmes d'études et fournit des ressources et de l'appui aux programmes de maternelle anglais, français et d'immersion.

Perfectionnement professionnel / Développement scolaire

Par le biais de la section du perfectionnement professionnel, le ministère de l'Éducation et du Développement de la petite enfance appuie les éducateurs dans leur apprentissage continu. L'apprentissage continu permet de mettre les éducateurs au courant de nouvelles connaissances et de pratiques exemplaires et des méthodes d'intégration dans leur travail afin d'appuyer l'apprentissage des élèves. Le processus de développement scolaire appuie les administrateurs et les enseignants dans l'évaluation de leur école par l'entremise d'indicateurs de réussite et les encourage à développer des buts et des plans d'action en vue d'améliorer collectivement l'apprentissage des élèves.

Coordonnateur/coordonnatrice des communications

La personne qui coordonne les communications se rapporte au sous-ministre et travaille auprès de toutes les divisions et sections pour veiller à la divulgation de renseignements constants dans l'ensemble du ministère et auprès du public. Les tâches du poste incluent la planification, la mise en place et l'évaluation de toute une gamme d'activités de communications pour le ministère et le gouvernement. Il s'agit également de coordonner les activités et annonces liées aux programmes et initiatives du ministère.

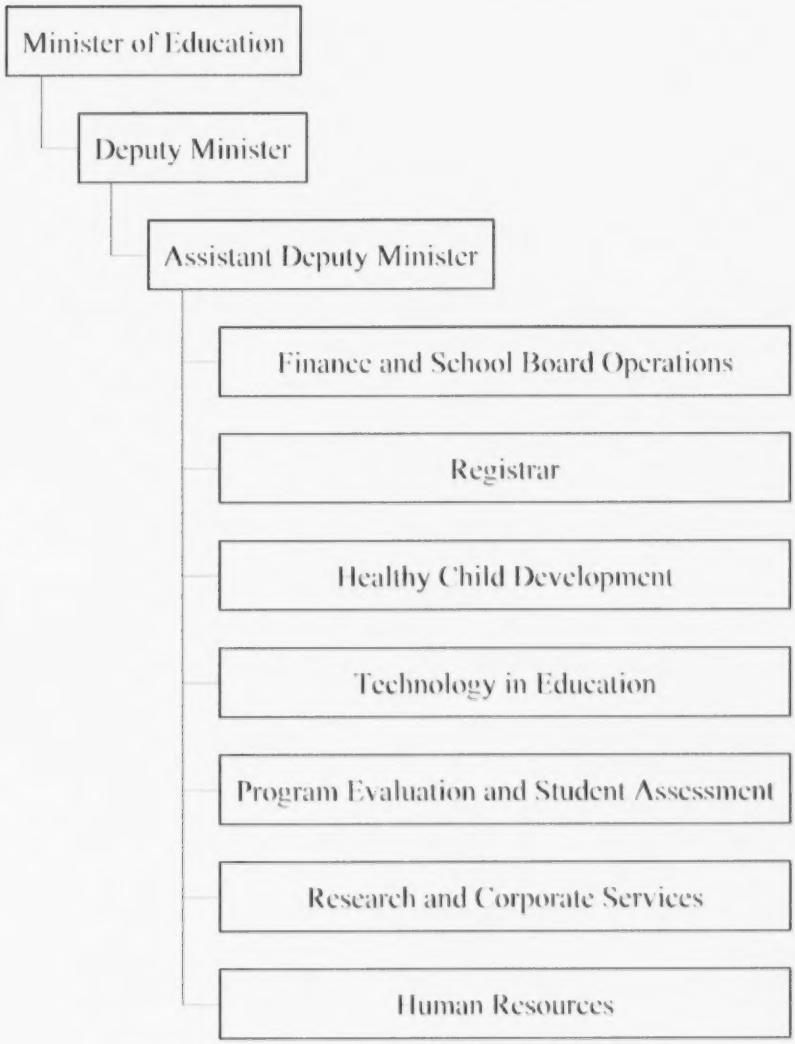
Department Performance Against Original Budget

Budget Area	Original Budget 2009-2010	Expenses 2009-2010
Finance and School Board Operations	$ 185,426,900	$ 188,438,018
Public Education (including Kindergarten, School Development, and Early Childhood Development)	$ 8,439,900	$ 8,388,602
English Programs	$ 3,444,400	$ 3,322,988
French Programs	$ 2,078,400	$ 1,964,269
Student Support Services	$ 6,417,800	$ 6,051,915
Technology in Education	$ 1,050,600	$ 1,098,119
Total Department	$ 206,858,000	$ 209,263,911
Revenue – All Sources	$ 5,974,300	$ 6,125,588
Net Department Budget	$ 200,883,700	$ 203,138,323
Other Budget Responsibility:		
Island Regulatory and Appeals Commission	$ 1,335,100	$ 1,335,100

Capital Budget	Original Budget 2009-2010	Expenses 2009-2010
School Construction/School Repairs	$ 21,655,000	$ 26,795,884
Bus Replacement	$ 3,100,000	$ 3,160,657
Department Capital Budget	$ 24,755,000	$ 29,956,541
Revenue	$ 259,200	$ 201,829
Net Department Capital	$ 24,495,800	$ 29,754,712

Division and Section Profiles

Administration and Corporate Services Branch Organization Chart



Administration and Corporate Services Branch

Role of Branch

The Administration and Corporate Services Branch is responsible for the financial and administrative aspects of the department's mandate. Services include general and financial administration, school board operations, staff certification, research, planning and evaluation, technology support, and human resources. The branch carries out its work through one division and seven sections:

- Finance and School Board Operations Division
- Office of the Registrar
- Healthy Child Development Section
- Technology in Education Section
- Program Evaluation and Student Assessment Section
- Research and Corporate Services Section
- Human Resources Section

Main Areas of Responsibility

- Financial management, including budgeting, accounting, procurement, and payroll.
- School board staffing and funding.
- School construction.
- School board relations.
- Teacher certification.
- Early childhood promotion and policy development.
- Technology integration in curriculum.
- Development and analysis of student assessments.
- Human resource support for the department and school boards.
- Records management.
- Statistical analysis.
- Legislation.
- Freedom of Information and Protection of Privacy (FOIPP).
- Strategic planning.
- Policy development.

Finance and School Board Operations Division

Role of Division

The Finance and School Board Operations Division provides administrative and financial support services to the department and public school system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, the School Construction and Repair Program, and liaison with school boards. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	18	14	17	18
Administration	$ 1,518,981	$ 1,932,187	$ 2,026,217	$ 2,180,765
PLMDC	$ 1,471,197	$ 1,295,451	$ 1,580,186	$ 1,330,007
Grants to School Boards	$ 152,273,530	$ 161,117,864	$ 170,012,492	$ 183,744,600
Total	**$ 155,263,708**	**$ 164,345,502**	**$ 173,618,895**	**$ 187,255,372**

Major Achievements

- The division provided funding for school repair projects.
- The division coordinated the purchase of 51 school buses.
- The division became involved with the development of a new payroll/HR system for school boards.
- The division provided support through planning and coordinating the department's move to Summerside
- The division provided leadership in the transition of kindergarten into the school system which is planned for the 2010-11 school year. Activities included working with school boards to identify the space required, and tendering classroom furniture and supplies.

Goals of the Finance and School Board Operations Division
Improve the quality of service to internal and external clients
Improve accountability between school boards and the minister
Ensure the department meets its budget targets

Activities

- The department expended $2,405,910 more than the original budget, and collected $151,288 more revenue than initially budgeted.
- The department overspent its net budget by $2,254,622, representing a 1.1% variance.
- Kindergartens and the Grade 1 to 12 system (83 kindergartens and 62 schools) were supplied with learning materials.
- Leadership was provided to the Department Management Team in the development of the annual budget.
- Professional development and training opportunities for employees were supported.
- The division participated in regularly scheduled meetings of senior management groups and business directors of the three school boards and the Department Management Team. This resulted in improved information exchange and open communication lines.
- Regular meetings were held with school board payroll staff to address issues and implement system improvements and the roll out of the Peoplesoft payroll and human resource management system.
- Divisional staff assisted in the planning and implementation of upgrades to the school boards' accounting and financial reporting system.
- Divisional staff served on national, regional, provincial, and departmental committees.
- The annual procurement of new school buses was coordinated.
- Divisional staff participated in collective bargaining sessions with the PEI Teachers Federation (PEITF).
- School construction and repair projects were coordinated.
- School board staffing and funding projects were developed.

Office of the Registrar

Role of the Registrar

The Office of the Registrar issues teacher licenses and attends to matters regarding teacher certification, substitute teacher and early childhood educator authorization, educational assistant authorization, and upgrades for teachers. The registrar also carries out inspections of private schools.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	2	2	2	2

Major Achievements

- Adopted two new Certification and Standards Board policies related to accommodating the transition of kindergarten teachers into the public school system; these included a policy on the issuing of a Kindergarten Teacher Letter of Authority and an Early Years Teacher Certificate IV.
- Adopted two new Certification and Standards Board policies related to changes in the area of career and technical education curriculum; these included a policy on the issuing of a Career and Technical Education Letter of Authority and a Career and Technical Education Teacher's Certificate.
- Made changes to the *School Act* and proposed changes to the Certification and Standards Board Regulations to reflect current practices and to accommodate labour mobility. The Interim Certificate will no longer be issued and the move to permanent status will be left to the employer. The Letter of Authority will be included in legislation as a form of conditional instructional license. Legislation was crafted to permit the Registrar to levy fees based on an approved fee structure. The name *Teacher's Assistant* was changed to *Educational Assistant* to reflect a term agreed upon in collective bargaining. The Non-Teaching Instructional License designation was removed from legislation according to an arrangement whereby the school boards will hire school psychologists who will be represented by the PEI Teachers' Federation.
- The Registrar finalized a *Procedural Manual* for the operations of the Office of the Registrar that will ensure consistency in the functions of the Registrar and serve as a legacy document for future registrars.
- A *Handbook on Teacher Certification* for school administrators and school board human resource personnel was developed to provide a more thorough understanding of the certification process.

Goals of the Office of the Registrar

- Improve service to clients
- Improve workplace efficiency
- Assist with the process of updating legislation and policies
- Ensure alignment of legislation and policies and consistency of practices and procedures
- Assist the school boards with hiring staff including educational assistants, substitute teachers and certified teachers
- Ensure a smooth transition during the department's move to Summerside
- Ensure a smooth transition of the early childhood sector into the certification process of the Office of the Registrar
- Ensure that clear procedures are developed concerning the department's role in licensing private schools
- Liaise with the National Registrars to ensure that PEI is compliant with labour mobility

Activities

- Over the past school year, 318 teachers were awarded a PEI Teacher's Certificate. Of those, 228 received training in jurisdictions outside Prince Edward Island. This number included Islanders who received their training in jurisdictions off Island, predominately from the University of Maine, the University of New Brunswick, Memorial University, and St. Francis Xavier University. Some were non-Islanders who migrated to PEI and were seeking teaching or substitute teaching positions.
- Implemented a new Certification and Standards Board policy (CSB 2009-02) requiring all teachers who wish to receive a Certified Substitute Teacher designation to apply for and receive a PEI Teacher's Certificate. Prior to the adoption of this policy, teachers were only required to indicate that they were 'eligible' to be certified in Prince Edward Island.
- The Faculty of Education of the University of Prince Edward Island graduated 79 teachers who applied for and received a PEI Teacher's Certificate. Of those, two graduated with the UPEI Bachelor of Music Education Program. The Office of the Registrar continued to work with the UPEI Faculty of Education to ensure that all eligible graduates receive their PEI Teacher's Certificate with their degree at Convocation.
- The Office of the Registrar awarded 11 Technology Education Teacher's Certificates to applicants who were qualified to teach in the career and technical education areas recognized by the Minister. Holders of the Technology Education Certificate I are qualified to teach career and technical education at the senior high level.
- Authorised 619 applicants to substitute teach. Of those, 97 were Certified Substitute Teacher Authorizations and 521 were Non-Certified Substitute Teacher Authorizations. The numbers reflect a decline in the number of Certified Teachers applying for substitute teacher authorization. Since a Certification and Standards Board (CSB) policy change in 2004, certified teachers need only apply once for substitute authorization, teachers who retire are required to apply for substitute teacher authorization subsequent to retiring, and teachers on leave are not required to apply for substitute teacher authorization if they remain on the payroll with a school board.
- To assist schools in selecting the most qualified substitutes for day-to-day assignments, the CSB added a classification based on educational credentials to the Non-Certified Substitute Teacher

Authorizations. The designations are as follows: Non-Certified with Undergraduate Degree (BA or BSc) plus BEd in progress (N-C5); Non-Certified with Undergraduate Degree (BA or Bsc) (N-C 4); Non-Certified with Diploma (Career and Technical Education) (N-C CTE3); Non-Certified with Diploma (Early Childhood Education) (N-C ECE 2); and Non-Certified with Minimum One Year Post-Secondary (N-C 1).

- Issued one Academic Letter of Authority to assist a school principal in filling a French Immersion maternity leave for which a qualified licensed teacher was not available.
- Issued five Technology Education Letters of Authority to individuals with trades qualifications who were hired to work in an Island school and who were completing their Certificate in Adult Education. Approximately 10 Technology Education Letters of Authority continue to be monitored with annual renewals for individuals completing the required course work in career and technical education at Holland College and UPEI.
- Approved 57 teacher Certification level upgrades; 46 were upgrades to a Certificate 6 resulting from the completion of a Masters Degree, nine were upgrades from a Certificate 5 to a Certificate 5A, and two were upgrades from a Certificate 4 to a Certificate 5.
- Implemented a new CSB policy (2009-01) on Allied Work Experience. The new policy created consistency and transparency regarding recognition for past work experience. A new application form was developed and placed on the website and a fee of 50 dollars was levied to process applications.
- The Allied Work Experience (AWE) program processed 12 applications. Recognition was recommended by the AWE Committee and approved by the Minister for the following: teaching in a private Christian school; teaching upgrading and Adult Education at Holland College; working as a teaching assistant at the university level; providing private music lessons in the home; working as an educational assistant in the public school system; and teaching English as an Additional Language.
- Issued 83 Kindergarten Teacher Letters of Authority and processed 48 applications for Allied Work Experience for kindergarten teachers.
- Certified new teachers in the Canadian International School in Tokyo, most of whom are international applicants. All teachers who teach in this K-12 school must be certified to teach in PEI.
- Assumed the responsibility of authorizing substitute-only Educational Assistants - individuals who hold a minimum education of Grade 12 and who are eligible to accept only day-to-day assignments. An annual fee of 25 dollars was introduced to cover the administrative costs. Sixteen (16) Educational Assistants and 31 substitute-only Educational Assistants were authorized.
- Met with the graduating class from the Human Services program at Holland College to explain the process of becoming authorized as a regular education assistant on PEI.
- The Registrar sits on the Human Services Advisory Board which meets once a year. The Registrar reviewed approximately 20 applications submitted by Special Needs Assistants currently working in the private sector who wish to move into the public school system as Educational Assistants.
- Conducted private school inspections and submitted inspection reports for Grace Christian School and Immanuel Christian School. Discussions commenced with the Corporate Services Officer concerning proposed revisions to the Private School and Home Education Regulations of the PEI *School Act*.

- At the request of the National Registrars, conducted a survey to determine the number of applications that each jurisdiction received from applicants who completed their education program outside of Canada between 2007 to 2009. The results indicated that during that time there were 86 applicants for teacher certification from outside of Canada. Of those, 58 were from the United States, eight were from Australia, five were from New Zealand, three were from England and three were from France. The remaining nine came from a number of different countries. The information was compiled for the Pan-Canadian Framework for Assessment and Recognition of Foreign Qualifications. Compliance of the teaching profession is required by 2012.
- Funding was approved for a major project of the Registrars for Teacher Certification, Canada, to develop a language proficiency tool for teachers. The Registrar sits on the sub-committee which will oversee the development of this new tool.

Healthy Child Development Section

Role of Section

The Healthy Childhood Development section provides policy and planning advice to support the healthy development of Island children. Our staff collaborate with and support healthy child development programs and services in departments across government and in the community. We co-chair and provide resource support to the Children's Secretariat, coordinate an inter-departmental and inter-sectoral approach to children's policy development, and provide representation to federal-provincial-territorial forums related to the early years. The Healthy Child Development Unit also monitors children, family and community outcomes, and administers preschool and school-age autism funding.

Quick Facts

- There are approximately 8,362 children age five and under on PEI (based on 2009 population estimates).
- There are 4,603 children enrolled in licensed early learning and child care programs.
- There are 147 licensed early learning and child care programs on PEI, including: 40 child care only; 49 combined kindergarten and child care; 34 kindergarten only; and 24 after school care.
- There are 592 full and part-time employees at licensed early learning and child care centres. Fifty-two percent (52%) of employees are certified early childhood educators.
- According to the 2007 PEI Census, the rate of labour force participation among women with children is: 78% with youngest child age 0-2; 85% with youngest child age 3-5; and 86% with youngest child age 6-15. These are the highest rates of labour force participation among women with children in Canada.
- The Healthy Child Development section supports community networks in Partnerships for Children Projects; over 80 projects have been completed by community groups since 2001.
- The Healthy Child Development section lends support and leadership to the PEI Children's Secretariat, a group of community and government representatives working across sectors, communities and departments as a collective voice to improve outcomes for PEI children age eight and under. The PEI Children's Secretariat focuses on activities that profile healthy child development, promote knowledge exchange and public education, inspire action, and influence policy.

Fiscal Year	2008-2009	2009-2010
Human Resources (FTE)	13	3
Total	**$ 5,085,270**	**$ 398,553**

Major Achievements

- Developed the PEI Children's Secretariat Work Plan for 2009 to 2012.
- Continued to implement the *Take :30 for the Family* program (www.take30.pe.ca).
- Supported and provided direction on projects carried out by the UPEI Faculty of Education, the PEI Children's Secretariat, and other organizations, as follows:
  - Research in Early Child Development Initiative (RECD) - A Research Framework for Prince Edward Island, Centre for Education Research, UPEI;
  - Online learning commons for early years professionals (www.PEIchild.ca), developed by the Centre for Education Research, Research in Early Child Development Initiative, UPEI, for the Children's Secretariat;
  - Prince Edward Island Early Childhood Human Resources Strategy, Dunne Consulting.
- Facilitated a cross-departmental and community working group provided by HR Associates (HRA) on the development of an early intervention framework entitled *A Prevention and Early Intervention Strategy for PEI.*
- Participated in the Pan-Canadian Early Development Instrument (EDI) Mapping Project.

Goals of the Early Childhood Development Section

- Provide Island families with supports and services that promote family wellness and healthy child development
- Communicate and partner with the community on healthy child development issues
- Communicate and advocate the importance of the early years
- Provide leadership and coordination of an inter-departmental and inter-sectoral approach to children's policy development
- Provide provincial leadership and representation to federal-provincial-territorial and interprovincial issues related to the early years
- Promote ongoing research and program evaluation related to the early years

Activities

- Hired a summer student through the Jobs for Youth program to promote the *Take :30 for the Family* message to the community at various festivals and events across PEI.
- Distributed the 2010 *Take :30 for the Family* calendar to families through Island licensed early childhood centres, family resource centres and public libraries.
- Attended and supported Children's Secretariat network initiatives such as the annual Family Expo (May 3, 2009) and the Island Baby Fair (May 9, 2009).

- Provided Partnerships for Children funding to the PEI Children's Secretariat networks to engage in community projects supporting healthy child development. Partnership funding projects for 2009-2010 included:
  - Acadian/Francophone Network: provided communication information sessions for early childhood educators and parents, to improve communication between the two groups;
  - Childhood Injury Network: investigated the needs of parents and pregnant women for child safety information for children from pre-conception to age five, and reviewed resources currently available through programs and services across PEI;
  - Children with Exceptional Needs Network: investigated the prevalence of exceptionalities of young people across PEI and mapped out areas of exceptionality in the province;
  - Children's Environmental Health Network: produced information for parents related to children's environmental health (specifically for families who do not attend licensed child care centres), and, with early childhood educators/centres, produced a workshop to accompany the *Best Practices for Healthy Environments for Children in Early Childhood Education Centres in PEI* manual;
  - Children's Mental Health Network: developed a family resource kit for families involved in family court litigation and distributed the kit to families through legal firms across the province;
  - Early Childhood Education and Care Network: provided training to early childhood educators on their *Giving Voice to Play* kit that was developed through the Research in Early Childhood Education Action Research project;
  - Healthy Lifestyles Network: provided training to early childhood educators on the healthy eating components of the draft healthy living policy for child care centres;
  - Parent Support Network: held the Annual Family Expo and developed a directory of programs and resources that provide parent support;
  - Pregnancy, Birth and Infancy Network: held the annual Island Baby Fair and supported and revitalized breast-feeding resources within family resource centres.
- Supported five of the Children's Secretariat networks to implement Action Research projects in partnership with the Centre for Education Research (CER) at UPEI.
- Prepared to implement the first provincial Early Years Evaluation (EYE) with children going into kindergarten through liaising with school boards, developing information for parents and public, and hiring and training EYE evaluators.
- Participated on the Autism Action Group, and conducted an internal review and revision of autism funding policies.
- Supported Preschool Autism Service recruitment initiatives.
- Participated in National Child's Day Charlottetown Children's Parade on November 20.
- Hosted Dr. Clyde Hertzman, Director of the Human Early Learning Partnership (HELP), and the President of the Council on Early Child Development, November 25 to 27, 2009.
- Maintained data regarding children, families and licensed early childhood centres.
- Provided provincial submission to the *Early Childhood Education and Care in Canada* 2008 publication.
- Supported meeting of Atlantic Deputy Ministers responsible for Social Services (including early childhood development) in Charlottetown, June 2009.

Technology in Education Section

Role of Section

The Technology in Education (TIE) section is responsible for providing support and services for Communication and Information Technology (CIT) to public schools, the department and school boards. The section provides leadership in the development of policies, procedures and standards for the use of technology in the public school system. The section offers quality professional support in curriculum development and CIT integration.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	7	8	8	
Technology in Education	$ 650,610	$ 985,494	$ 1,129,133	$ 1,098,119
Total	**$ 650,610**	**$ 985,494**	**$ 1,129,133**	**$ 1,098,119**

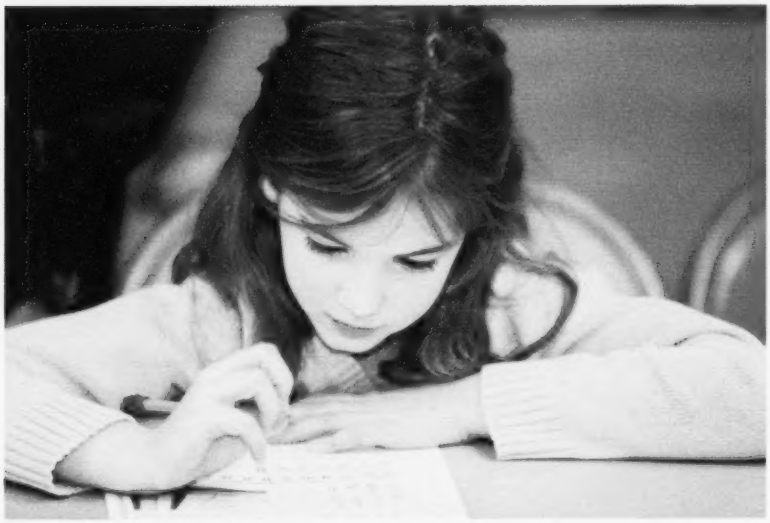
Major Achievements

- Developed Grade 6 CIT integration curriculum guide entitled *Un Voyage*.
- Developed kindergarten CIT integration guide.
- Purchased Microsoft Office 2007 for all schools, school boards and department staff and started transition training.
- Offered eight e-learning courses to 11 French First Language and 23 English students. These courses were provided by the New Brunswick Department of Education.
- The TIE Coordinator and specialists met with most principals and site technical contacts during the school year to foster good communication.
- New school images were created and tested, and will be installed in schools in September 2010.

Goals of Technology in Education
Improve client satisfaction
Improve the quality of curriculum support
Improve the quality of policies and standards
Improve the quality of research and evaluation

Activities

- Provided support to more than 800 teachers from all Prince Edward Island public schools.
- Provided assistive technology support services to 155 teachers and 65 educational assistants in 60 schools.
- Revised and field tested Computer Science 621A curriculum and learning resources.
- CIT Language Arts integration activities were presented to Grade 7 language arts pilot teachers.
- CIT Language Arts integration activities were presented to 36 high school writing teachers on the topic of "Collaborative Writing Strategies using Communication Technology".
- CIT Social Studies integrated activities were presented to Grade 3 pilot teachers.
- Implemented intermediate technology modules in Computer-Aided Design, Web Page Design (Basic HTML and Dreamweaver) and Digital Video, and developed and field tested an animation module.
- Collaborated on development of online visual arts e-portfolio (PB Works), and provided in-service to visual arts teachers.
- The program evaluation on StudentsAchieve (SAS) was released in April 2009. Stakeholders were surveyed on their use and satisfaction with the database. A number of recommendations were identified in the program evaluation and a new strategic plan was developed to address these recommendations. Site Technical Contact (STC) employees participated in a number of specific training sessions, as well as, a full-day session with an ICT specialist from UPEI.
- Held two school STC meetings to enhance communication between schools, school boards, IT Shared Services, and the department.
- Purchased *Nettrekker*, an educational search tool, for all Prince Edward Island public elementary schools.
- *Media Awareness Network* resources were made available to all schools. The *Media Awareness Network* is a comprehensive collection of media education and Internet literacy resources.
- The Trevlac Special Education Screen was implemented in La Commission scolaire de langue française de l'Île-du-Prince-Édouard (CSLF) schools.
- Offered six summer workshops that were attended by 54 teachers and administrators.
- In total, 1,565 high school students participated in 60 sections of CIT-related courses throughout Island high schools.
- Services were provided for an Internet Café at the PEI Teachers' Federation convention.



Program Evaluation and Student Assessment Section

Role of Section

The Program Evaluation and Student Assessment section is responsible for the development and administration of the provincial Common Assessment program, as well as, regional, national and international student assessment programs and activities. The section provides guidance, advice and support to the department and to educational partners in the areas of student assessment and program evaluation.

Fiscal Year	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	5	6	6
Total	**$ 539,791**	**$ 592,692**	**$ 784,074**

Major Achievements

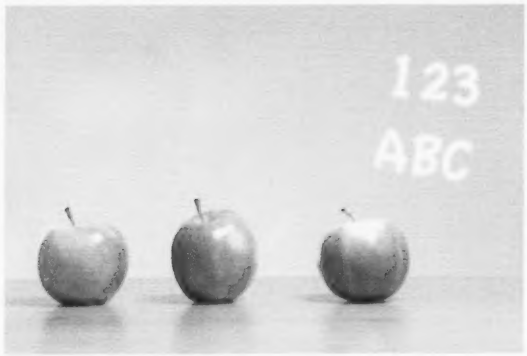
- The section administered the Common Assessment program in the areas of primary literacy and math, elementary literacy, and intermediate math.
- Results from the Common Assessment program 2009 were provided to educational partners.

Goals of Program Evaluation and Student Assessment

- Develop and administer the provincial Common Assessment program
- Improve the quality of leadership, information and advice to the department on student assessment and program evaluation
- Improve the quality of the department program evaluation process

Activities

- Developed the Primary Literacy and Math Assessments, Elementary Literacy Assessment, and Intermediate Math Assessment for administration in the spring of 2009.
- Provided results of in-depth statistical analysis of the Provincial Common Assessment program to teachers, school boards, and other educational partners.
- Provided assessment advice to the Council of Atlantic Ministers of Education and Training on three initiatives: Math Assessment Resources K-3, Student Achievement Standards, and Early Years Evaluation.
- Provided support to the Council of Ministers on student assessment initiatives such as the Pan-Canadian Assessment Program and the Programme for International Student Assessment.
- Private schools were inspected.
- Evaluation support and advice were provided to ArtsSmarts, the Early Childhood Development and Kindergarten section, and StudentsAchieve program.
- Through workshops and meetings, support and advice were provided to teachers and schools in the area of assessment.



Research and Corporate Services Section

Role of Section

The Research and Corporate Services section provides guidance, advice and support to the department and to educational partners in the areas of applied research, performance measurement, data management, and recorded information management. The section fulfills the department's responsibility in national data collection initiatives that compare education systems across Canada. The section is also responsible for collecting and collating information from all sections within the department for the Annual Report. The section coordinates the development of legislation and regulations within the department, and supports the department's compliance with the *Freedom of Information and Protection of Privacy Act*, the *Archives and Records Act* and the *French Language Services Act*. The section is responsible for the coordination of activities that ensure, as much as possible, the safety of individuals in the school system and within the department.

Fiscal Year	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	4	4	4

Major Achievements

- During the past year, the Research and Corporate Services Section worked with Communications, Information Technology Shared Services, and departmental staff to coordinate and complete development of the new Department of Education and Early Childhood Development website. Many electronic documents were revised and uploaded and many new documents were added to the website. The website is now a source of important and current education-related information for students, parents, teachers and administrators.

- Because of the impending move of kindergarten into the public school system in September 2010, the department required information about early childhood educators who were teaching kindergarten in the early childhood sector. To assist this process, staff of the Research and Corporate Services section, with the Kindergarten Transition Team and the Faculty of Education at the University of Prince Edward Island, developed a kindergarten teacher survey to determine the geographic location, credentials, experience, French language proficiency, and teaching location preferences of the teachers. Section staff contacted all kindergarten teachers working in the system to coordinate completion of the surveys. The data were entered into a statistical database and reports were developed about various characteristics of the kindergarten teachers. The reports informed planning for the Kindergarten Transition Team and the University of Prince Edward Island.
- The relocation of the Department of Education and Early Childhood Development to Summerside resulted in many changes in staffing within the department, and many questions about the logistics of the move. In adherence to principles of Change Theory, it was considered important to develop a strategy to inform staff about, and include them in, the change process. Therefore, with assistance from many individuals within the department, staff of the section created an electronic bulletin entitled *On the Move* to update staff about the relocation and to provide an opportunity for staff input. Publications of the bulletin were distributed to department staff via e-mail as new information became available and as was warranted by questions and concerns from staff.

Goals of Research and Corporate Services

- Ensure sound information management practices
- Provide accurate and timely information about the provincial education system
- Build the capacity and self-sufficiency of the section to provide quality research services

Activities

The Research and Corporate Services Section undertook a range of activities that included research development and coordination, data analysis and results reporting, the facilitation of policy and planning initiatives, and monitoring and responding to legislative matters.

Surveys, Reports and Requests

- Provided data about the PEI educational system to a number of education and other public bodies within the province and throughout the country.
- Provided data collection and data verification services to the Elementary and Secondary Education Statistics Project (ESESP). ESESP is an indicator reporting initiative conducted by Statistics Canada that allows comparison of a number of aspects of elementary and secondary education systems across the country.
- Coordinated the development and publication of the department's Annual Report.
- Working with the Career Education Team, developed a Career Education Survey to measure outcomes from a pilot course in Career Education. Resulting data were entered into SPSS, analysed and compared to data from a control group of students who had not taken the course. Expertise and assistance were also provided for a similar initiative for French Programs.
- Conducted a review of provincial and national documents related to parent engagement and developed a comprehensive presentation from information contained in the materials.

- Conducted a literature review of issues related to educational outcomes for Aboriginal students and, with the Mi'kmaq Confederacy of PEI, Indian and Northern Affairs Canada, and educational partners, assisted in the development of an Aboriginal Education Action Plan to improve educational outcomes for Aboriginal children.
- Collected system and performance indicator data across the learning system to create an Education Indicator Report that will provide a summary of the Prince Edward Island education system for 2008-2009 and 2009-2010.
- Provided expertise and support related to data analysis to the Evaluation and Assessment Section during a staff transition period.
- Provided support and expertise to the School Development Section regarding the use of data in school development planning.
- Entered data from School Development Surveys into a database and developed school level reports from the data.
- Analyzed school development data at the provincial and board levels and suggested recommendations based on the outcomes.
- Provided information to the Inter-Ministerial Women's Secretariat to update the Statistical Profile of Women in PEI.
- A staff person was appointed Appointments Coordinator for the Island Regulatory Appeals Commission and the Child Care Facilities Board, and, as such, is responsible for updating pertinent information related to those bodies on the newly developed Participate PEI website.

Policy, Planning and Support

- Section staff sat on the Provincial Student Record Management Steering Committee, the Labour Market Information Network, the Healthy Living Strategy Evaluation Sub-committee, the Provincial Social Prosperity Task Force, the PEI Chapter of ARMA (an international organization of records and information management), and the Business Continuity Coordinating Group.
- Chaired the Provincial Student Record Guidelines Work Group.
- Chaired the Kindergarten Transition Team Legislative Work Group.
- Provided assistance to the Kindergarten Transition Team Communications Work Group.
- Provided administrative relief and other supports to the Offices of the Minister and Deputy Minister, as well as, other units of the department.
- Coordinated the printing and delivery of the PEI High School Graduation Certificates for the Office of the Minister.
- Conducted comparative cross-jurisdictional searches to gather policy, regulatory and legislative information related to the management of student records that exist in electronic and/or hard copy formats.
- Provided information related to critical education indicators to the Provincial Social Prosperity Task Force to assist in the development of a social prosperity framework for the province.
- Coordinated safe practices related to issues such as reducing the transmission of colds and flu, and emergency measures for school lock downs.
- Coordination of seasonal flu vaccinations were carried out for school staff across the Island.
- Developed the *Influenza HR Planning Guide* in response to concerns about a possible H1N1 pandemic.
- Completed a Programs and Services/IT Infrastructure Corporate Impact Assessment in coordination with the other section in the department.

Legislative Coordination and Compliance

- Liaised with the Departmental Solicitor regarding issues related to protection and release of information contained in student records.
- Received and processed two Access to Information requests, and dealt with other related requests to the mutual satisfaction of clients and the department.
- During the past year the section was responsible for changes to the following statutes and regulations: *Teachers' Superannuation Act, Child Care Facilities Act, School Act* Sabbatical Leave Regulations, and *School Act* Student Transportation Regulations.
- Responses were prepared for written questions from the Legislature.
- Advice was provided to departmental staff on creating and revising intake and consent forms to ensure compliance with the *Freedom of Information and Protection of Privacy Act*.
- Prepared proposals for the Canada/PEI Agreement of French Language Services.

Recorded Information Management

- Held consultations with department directors and managers to determine records management requirements for the scheduled move to Summerside.
- Conducted presentations with department staff to inform employees on records management guidelines and procedures.
- Provided advice and assistance to staff on managing records, creating files according to the departmental Classification Plan and Retention Schedule, transferring semi-active files to the Records Centre for long-term storage, and disposing of inactive files.
- Sent 45 boxes of inactive records for destruction.
- Sent 55 boxes of semi-active records to the Provincial Records Centre for long-term storage.
- Retention schedules for records relating to Research and Information Literacy were approved by the Public Records Committee.

Human Resources Section

Role of Section

The Human Resources section provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development. The section is responsible for development and training, performance evaluation, human resource policy and planning, as well as, chairing the Workplace Wellness Committee, the Departmental Staff Day Committee and the Employee Development Fund Committee.

Note: Human resource and budget information for this section are included in the entry for the Finance and School Board Operations Division, Administration Section.

Major Achievements

- The section led the planning committee for the annual departmental staff day with the theme *We'll get by with a little help from our friends....* The day was devoted to topics related to *Making the Transition* and *Welcome to Kindergarten*. The overall rating for the day was 8.6 out of 10.
- There was a slight increase in staff participation in the Corporate Survey, with a participation rate of 91 percent.
- One group of employees, and 68 individuals, received approval for development and training opportunities under the Employee Development Fund.

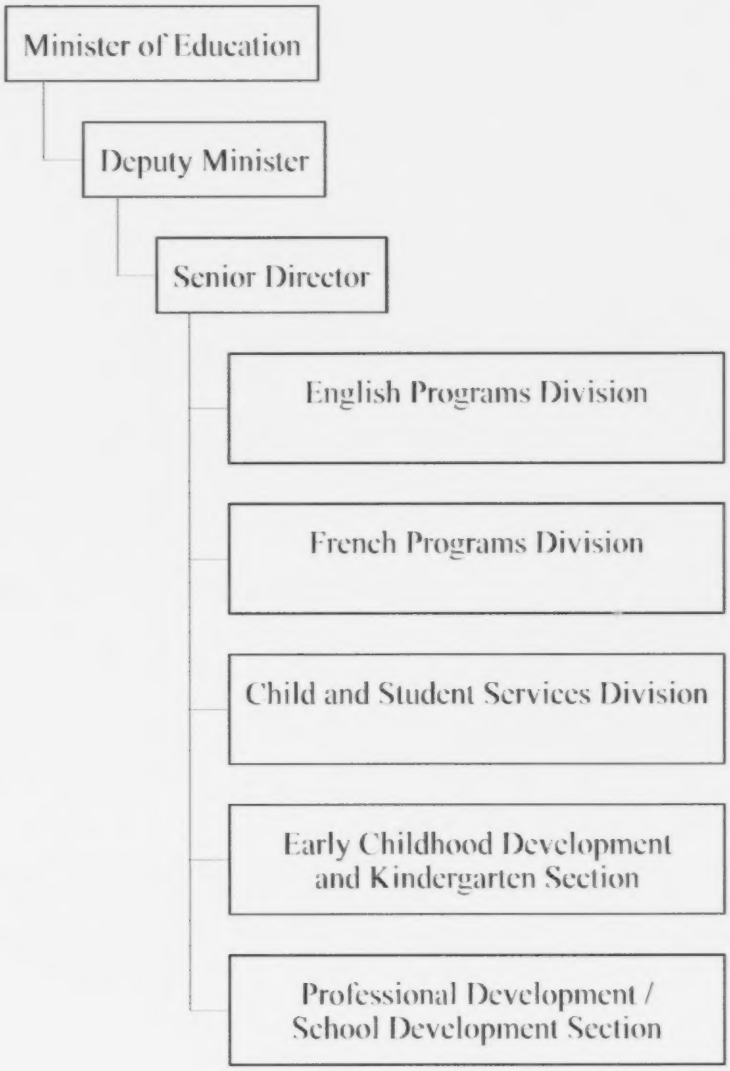
Goals of Human Resources
Improve the quality of services to internal and external clients
Increase the level of employee satisfaction by providing a positive work environment
Improve the quality of human resource planning

Activities

- Carried out 36 competitions for positions in the department.
- Matched one position for the job exchange program.
- Sent 11 position descriptions to the Public Service Commission for classification review.
- Provided leadership and support to the school boards with the kindergarten hiring process for 112 positions.

- Provided leadership and support to the school boards with pandemic planning for H1N1.
- Developed policies to facilitate relocation of the department to the Holman Center in Summerside, including: teleworking guidelines, travel allowance eligibility, and flexible hours policy.

Learning and Early Childhood Development Branch Organization Chart



Learning and Early Childhood Development Branch

Role of Branch

The Learning and Early Childhood Development Branch is responsible for the development and delivery of high quality programs and curriculum, in both English and French, to Island children from birth to the end of Grade 12. It also provides support and services necessary to enhance programs and curriculum. The branch carries out its work through three divisions and two sections:

- English Programs Division
- Child and Student Services Division
- French Programs Division
- Early Childhood Development and Kindergarten Section
- Professional Development / School Development Section

Main Areas of Responsibility

The branch provides leadership, coordination and support in the development, in-service and maintenance of quality curriculum programs and resources in both official languages for kindergartens and the Prince Edward Island public school system. It also provides services for children and youth, as well as, support for school development and leadership initiatives. The branch provides policy advice to, and coordination of, major education initiatives, such as the implementation of the recommendations from the *Final Report of the Task Force on Student Achievement* and the maintenance of provincial databases of student and teacher information.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	9	2	2	2
Administration	$ 194,729	$ 346,402	$ 716,173	$ 493,573
Total	**$ 194,729**	**$ 346,402**	**$ 716,173**	**$ 493,573**

Main Areas of Responsibility

- The most significant new initiative has been the creation of the Kindergarten Transition Team (KTT). The KTT has the responsibility of ensuring a smooth and seamless transition of kindergarten into the public school system.
- Ensuring that the Early Childhood sector remains strong and vibrant following the kindergarten transition has also been a major focus of the branch.
- Curriculum development and renewal, as mandated under the *School Act*, continues to be a main focus.

Activities

- The continued focus on the implementation of the recommendation of the *Final Report of the Task Force on Student Achievement* was supported by initiatives of the PEI Home and School Federation to engage parents in a dozen varied pilot projects across the Island.
- The recommendation to continue to improve curriculum and resources was supported by significant initiatives in both English and French programs, and the development of an integrated curriculum for kindergarten.
- Additional literacy coaches were provided to advance the goal of having children read at Grade 3 level by the end of Grade 3.
- As a co-founder of the Pan-Canadian Joint Consortium for School Health, the department took an active role in developing healthy schools and in sharing best practices across the country.
- Provided grants totaling $110,000 to schools to enable them to develop initiatives in response to assessment results.

English Programs Division

Role of Division

The English Programs division is responsible for providing leadership, coordination and support in the development of quality English language curricula, as well as, support services and resources for teachers and students in Grades 1 to 12.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	17	24	25	25
Programs - General	$ 279,803	$ 850,530	$ 787,537	$ 497,946
Elementary Programs	$ 979,190	$ 1,438,600	$ 1,257,535	$ 1,156,643
Secondary Programs	$ 884,513	$ 844,393	$ 1,051,207	$ 1,382,639
Total	**$ 2,143,506**	**$ 3,133,523**	**$ 3,096,279**	**$ 3,037,228**

Major Achievements

- The implementation of a new language arts resource, *Literacy Place for the Early Years*, with four days in-service for each teacher, was completed for Grade 3.
- The *Atlantic Canada Achievement Standards for Reading and Writing*, a component of Atlantic Canada English language arts curriculum for Grades 6 to 9, was implemented.
- A Reading Recovery® teacher leader trained and supported a new group of nine Reading Recovery® teachers.
- A restructured math curriculum, with supporting resources, was implemented in Grades 1, 2, 4, 7, and 8. Grade 1 math teachers also received a math/literature support package.
- A resource binder for the Grade 6 history curriculum, *Prince Edward Island Historic Places*, was implemented.
- English Programs, in collaboration with the Faculty of Education, UPEI sponsored a workshop entitled *Prince Edward Island School Libraries Making a Difference*. Teachers, teacher librarians, school administrators, board-based administrators, and UPEI Faculty attended presentations and research sessions.
- Eighteen new welding, automotive technology, and carpentry courses were implemented at the senior high level. New equipment was purchased to support these courses.

- A revised senior high design technology course was implemented at the senior high level. New equipment was purchased to support this course.
- Four English as an Additional Language (EAL) courses were implemented at the senior high level.
- A new applied science course, with supporting resources, was implemented in Grades 10 and 11.
- A new visual arts curriculum for Grades 10 and 11, with supporting resources, was implemented.
- Two writing courses (Writing 421A and Creative Writing 521A) were implemented at the senior high level.
- Grade 12 English teachers participated in a marking board to help determine a standard for Grade 12 writing.
- A new geography course (Global Issues 621A), with supporting resources, was implemented in Grade 12.
- Approximately 150 educators attended summer in-services and summer institutes.

Goals of English Programs
Improve curricula, programs and services for students
Improve resources to support learning and teaching
Improve in-service, as well as, other professional development for educators
Increase employee satisfaction
Improve working relationships with all internal and external partners

Activities

Primary/Elementary Education

- A new Grade 4 language arts resource, *Moving Up with Literacy Place,* was piloted.
- Grade 3 teachers received the professional development resource, *The Continuum of Literacy Learning, Grades K-8.*
- A new Primary Literacy Intervention Program (PLIP), targeted at Grade 2 and Grade 3 students, was piloted for the second year in selected schools in the Eastern School District (ESD) and the Western School Board (WSB).
- The Reading Recovery® teacher leaders provided support to two groups of previously trained Reading Recovery® teachers.
- The Reading Recovery® teacher leaders hosted a learning session for other regional teacher leaders. They were also invited to address teacher leaders in training in Nova Scotia.
- New resources and professional development support were provided for Primary Literacy Intervention Program (PLIP) teachers.
- A Reading Record® in-service was offered to Grade 4 teachers.
- A restructured math curriculum was piloted in Grade 5.
- Piloting continued on the Grades 3, 4, and 5 social studies curriculum.
- A committee of Grade 6 social studies teachers developed a variety of assessments to support the Grade 6 Prince Edward Island history course.
- Prince Edward Island maps were developed and distributed to Grade 6 and Grade 12 Prince Edward Island history teachers.
- Maps and globes were purchased to support the Grade 4 social studies curriculum.

- Support was provided to the 2009 *Summer Tutoring Program for Kids.*
- Support was provided for the purchase of additional library resources through the special funding allocation.
- Grade 1 teachers were given the opportunity to participate in workshops and receive a document entitled *Connecting the Pieces: Mapping and Integrating Grade 1 Curriculum Outcomes.*
- Program development, in partnership with other organizations and agencies, continued in the following areas:
  - Kindergarten;
  - Family Literacy Grants;
  - Early Intervention Strategy;
  - Early Learning and Literacy Committee,
  - ArtsSmarts; and
  - Professional development for primary teachers and principals on early literacy development.

Secondary Education

- A new Grade 7 language arts resource, *Literacy 7,* was piloted.
- A restructured Grade 10 academic and general math curriculum was developed.
- New CTE Robotics curriculum and resources were developed and piloted in Grades 11 and 12.
- A new Grade 12 academic environmental science curriculum was developed.
- Culinary skills courses were piloted at the senior high level.
- A new Grade 12 PEI history course, with a locally developed resource, was piloted.
- New high school social studies curricula (Canadian Geography 421A, World Geography 531A, and Global Issues 631A) were piloted.
- A curriculum workshop on trades and career education initiatives was provided to all high school principals.
- New Grade 12 visual arts courses (open and academic), with supporting resources, were piloted.
- A new K-12 safety guidelines document for curricular and extra-curricular physical education activities was developed.
- A new curriculum handbook for senior high peer helper courses was developed.
- The new Grade 10 career education course entitled *Career Explorations and Opportunities* was piloted in four schools.
- Work continued on the implementation of various aspects of the career education strategy.
- The Resource Based Learning Specialist supported the implementation of Koha (an integrated library system) in intermediate and high schools.
- Selected school educators were in-serviced on the administrative component of the *Career Cruising* resource.
- A number of new summer school courses were offered.
- An implementation guide for Academy Diploma programs was developed.
- Program development, in partnership with other organizations and agencies, continued in the following areas:
  - Comprehensive Trades Strategy;
  - The Transitions programs;
  - Aviation/Aerospace Academy Diploma Program; and
  - Education for Sustainable Development.

French Programs Division

Role of Division

The French Programs division provides leadership, coordination, and support in the development, in-service and maintenance of quality curriculum programs, support services, and resources for French First Language, French Immersion, Intensive French, Core French, and Enhanced French programs for students from Grades 1 to 12 in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	12	12	14	14
Total	**$ 1,797,569**	**$ 1,874,080**	**$ 2,066,923**	**$ 1,964,269**

Major Achievements

- Implemented the recommendations proposed in the report, *Vers un secondaire renouvelé*, to move toward a renewed high school program for French First Language senior high schools.
- Implemented a new French Immersion language arts curriculum in Grades 1 to 3.
- Completed the new Grades 4 to 6 French Immersion language arts program.
- Implemented a new French First Language arts curriculum in Grades 9 and 10.
- Piloted the Intensive French program for a fourth year which has now been authorized as a provincial program.
- Piloted the Enhanced French program at the Grade 9 level.
- Piloted the Primary Intervention program and the Reading Recovery™ program for a fourth year.
- Piloted the revised French First Language arts curriculum for the second year for Grades 1 to 3.
- Developed a new music curriculum for Grades 1 to 6.
- Implemented a new writing tool kit for Grades 7 to 12 French Immersion programs.
- A steering committee was set up to implement the recommendations proposed in the report, *Un bilinguisme dynamique*, to review the French Immersion program at the senior high level.
- Implemented the WNCP/PONC program in Grades 6 to 8 mathematics classes in French First Language and French Immersion Schools.
- Completed implementation of the new curriculum for MAT 421N in the French First Language high schools.
- Piloted new curriculum for MAT 801M in one of the French First Language high schools.
- Piloted new curriculum for STA 621M in two of the French First Language high schools.

- Developed new curricula for CHI 521M and CHI 621M.
- Piloted revised curricula for PHY 521M and PHY 621M in two of the French First Language high schools.
- Developed a new curriculum for MAT 801N.
- Developed new curriculum for Grade 9 mathematics with the WNCP/PONC outcomes.
- Piloted a new curriculum in Grade 7 and 8 social studies.
- Piloted a new curriculum (and resources) for Grade 11 entrepreneuriat in two French First Language high schools.

Goals of French Programs
Improve curriculum, programs and services for students
Improve resources to support learning and teaching
Improve in-service, as well as, other professional development for educators
Increase employee satisfaction
Improve working relationships with all internal and external partners

Activities

Curriculum Resources

- New resources were provided for Grades 4 to 6 English as an Additional Language (EAL).
- New resources were provided for Grades 1, 2, 3, 6, 7 and 8 mathematics.
- New resources were provided for MAT 421N.
- New resources were provided for MAT 801M.
- New resources were provided for STA 621M.
- New resources were provided for PHY 521M and PHY 621M.
- New resources were provided for the Core French program at the elementary level.
- New resources were provided for the Core French program at the senior high level.
- New resources were provided for the Grade 6 Intensive French program.
- New resources were provided for the Grades 7, 8 and 9 Enhanced French program.
- New resources were provided to support the modules taught in French Immersion from Grades 7 to 12.
- New resources were provided for the Grade 9 health curriculum.
- New resources were provided for the Grade 12 economics course (ECO 621).
- Developed and implemented a new reading assessment tool for Grades 1 to 3.
- Developed an *Instructional Reading Level Handbook* for Grades 1 to 3 teachers.
- Provided state of the art microscopes for high school science labs.
- Provided classroom library resources for French Immersion and French First Language.
- Provided resources to assist teachers with literacy development and instruction in French First Language and French Immersion schools.
- Held a book fair to give teachers an opportunity to acquire French books for school libraries.
- Added new reference materials and teaching resources to the Professional Development Library.
- Provided classroom novels for all French First Language and French Immersion Grades 4 to 6 levels through the *Palmarès du Livre* initiative.

- Provided Elementary Core French and Intensive French teachers with CDs for their classroom music libraries.
- Provided new resources for Grades 4 to 6 French Immersion language arts.
- Provided new resources to support the new physical education curriculum.
- Purchased a variety of CDs and DVDs for all classrooms to promote French culture.

Professional Development

- Led a project to develop literacy teaching tools to assist teachers in gaining a better understanding of the literacy process.
- Held literacy workshops for teachers and principals of Grades 1 to 3.
- Attended joint staff meetings with all staff in the Public Education branch.
- Held a meeting with French Immersion and French First Language principals and school board officials to discuss educational needs.
- Contributed to projects sponsored by the PEI-Québec Agreement.
- Organized assessment workshops for Grades 1 to 3 French language arts and Grade 9 mathematics teachers.
- Offered numeracy summer institutes to primary and elementary teachers.
- Division staff and teacher leaders offered a national summer symposium to train new Intensive and Enhanced French teachers.
- Held literacy workshops for Elementary Core French teachers.
- Grades 7 to 8 science teachers from the French First Language and French Immersion schools participated in *J'adopte un cours d'eau*, a training program that addressed curriculum outcomes related to biodiversity and environmental science.

Student Activities

- Consultants collaborated directly with teachers and the community to offer the *Festival des arts dramatiques*, annual science and heritage fairs, *Célébration de la Francophonie*, and ArtsSmarts/GénieArts.
- The French Programs division participated, for the sixth consecutive year, in the ArtsSmarts program. Thirteen projects were selected from the three school boards in French First Language and French Second Language programs. ArtsSmarts aims to integrate learning through the arts in all subjects in the classroom.
- Various activities were organized for students at all levels in all three French programs for *Célébration de la Francophonie* (French Week Celebration). Some of the activities included performances by local, Québecois, and New Brunswick artists. Most schools organized their own activities to celebrate French Week. For the fifth year, the French Programs division, in collaboration with Radio-Canada, invited students to listen to the morning show in which the host dedicated 20 minutes of the morning broadcast of *Le Réveil* to students across the Island.
- A pilot project was introduced to encourage students in French First Language program to participate in a Celebration of Arts Festival which lasted two days.
- Ten (10) students participated in the Québec/PEI Six-Month Exchange program this year. These students were enrolled in either French Immersion or Core French Grade 11 classes.
- Students in the Intensive French pilot program participated in oral interviews with consultants.
- Students in the Grades 7 and 9 Enhanced French program participated in oral interviews with consultants.
- Grades 7 and 8 students from three schools experienced the activity *J'adopte un cours d'eau* described in the section above.

Other

- For the fifth year, the French Programs division, in collaboration with the three school boards and other French school boards across the Atlantic Provinces, participated in the *Cerf Volant Network*. This project allows Francophone artists from across the country to tour the four Atlantic provinces to promote French culture to students in both French First Language and French as an Additional Language programs.
- In partnership with the Eastern School District and the Western School Board, curriculum specialists from the division made presentations to parents about the Intensive French, Enhanced French, and Early French Immersion programs.
- Division staff participated in a steering committee of Council of Atlantic Ministers of Education and Training (CAMET) and Council of Ministers of Education, Canada (CMEC) to study the possibility of integrating the European Language Portfolio and the Common European Framework into French as an Additional Language programs.
- Division staff participated on the *Association canadienne d'éducation de langue française* board of governors and the Tripartite Committee for the National Federation of School Boards (FNCSF).
- Division staff participated on three committees (Human Resources, Pedagogy, and Culture and Identity) pertaining to *La fédération nationale des conseillers scolaires francophones* (FNCSF - National Federation of Francophone School Board), to help design a yearly plan for francophone schools.
- Division staff participated in the annual Canadian Association of Second Language Teachers (CASLT) networking meeting and participated on the Intensive French Leadership Committee.
- In collaboration with the three school boards, the division developed a recruitment strategy for hiring French teachers.
- In collaboration with Canadian Parents for French, *Jeunesse Acadienne*, and UPEI, divisional staff participated in the organization of a French for the Future event for Grade 11 students.
- Curriculum specialists were involved in planning and implementing the Provincial Heritage Fair, participated in a national forum on benchmarks to develop historical thinking, and regularly provided French language proficiency services to all three school boards.

Child and Student Services Division

Role of Division

The Child and Student Services division provides learning supports and services to students, their families, and teachers in the public school system. It works closely with school boards, and partners with other government departments and community organizations on issues and initiatives related to student services.

Main Areas of Responsibility

The Child and Student Services division is responsible for special education, youth programs and services, career development, school health, school athletics, education programs for youth at the Provincial Adolescent School, school counseling support, transitioning initiatives, tutoring, services for children who have visual or hearing impairments, Intensive Behavioural Intervention (IBI) for young children with autism, aboriginal and diversity education issues, speech language pathology (SLP), English as an Additional Language (EAL), French as an Additional Language (FAL), home schooling, and assistive technology.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	18.5	28	54.5	62
Total	**$ 2,500,948**	**$ 3,222,932**	**$ 4,633,961**	**$ 6,057,915**

Major Achievements

- The Autism Advisory Group, established by the Minister of Education and Early Childhood Development, completed its review of autism specific services in PEI. The resulting report and recommendations were made public in June, 2010. The report recommended a coordinated approach to policy development across government departments and a focus on evidence-based practice for children with autism, both in early intervention and in the school system.

- The 2007-2010 Memorandum of Agreement between the Education Negotiating Agency and the Prince Edward Island Teachers Federation (PEITF) included a Letter of Understanding on Class Composition for the purpose of establishing a special fund of $200,000 per school year, for each of the three years of the Memorandum, to address classroom composition concerns in Island schools. To this end, a Provincial Committee met several times over the course of the year under the chairmanship of the Special Education Coordinator to administer the funding, to give direction on accessing support, and to review and approve project applications from Island educators.

Goals of Child and Student Services

- Improve accessibility to programs and services
- Improve inclusionary practices
- Improve programs and services for students
- Increase resources to support learning and teaching
- Improve in-service and other professional development for educators
- Improve working relationships with all internal and external partners
- Improve accountability

Activities

English as an Additional Language / French as an Additional Language (EAL/FAL)

- The mandate of EAL/FAL services is to provide language acquisition support to immigrant students from kindergarten to Grade 12 whose primary language spoken in the home is not English or French.
- The EAL/FAL Reception Centre formed in August, 2007, was again located at the Atlantic Technology Centre. The goal of the EAL/FAL Reception Centre was to welcome all immigrant families to our public education school system and to complete a comprehensive intake and language proficiency assessment for all newcomer children who were planning to attend school in our system. Recommendations for support were provided to families based on individual assessment results. With parent/guardian consent, support commenced within the school system or an Early Childhood Education Centre. Students at the pre-beginner to intermediate range of language proficiency were assigned itinerant teacher support that was provided one-to-one or in small groups.
- For those students at the beginner level, tutor support was recommended outside of the school day. Tutoring services were contracted to a language training company, Study Abroad Canada: Tutors on Demand. This company operates from Charlottetown but has tutors available across the province, making the service accessible to any student for whom it was recommended. This year, tutoring services were provided to approximately 200 EAL/FAL learners.
- Progress was measured through reassessment at the end of the school year. EAL/FAL learners had to be in the school system for at least six months before reassessment was considered. Reassessment results determined continuation or termination of support services.

- During this fiscal year, 23 itinerant teachers (including a FAL Itinerant and an Early Childhood Itinerant), two Assessment Specialists, a Cultural Awareness Specialist, an EAL Teacher Support Specialist, and a Program Administrator were working in the section. The EAL Counselling Specialist position has been vacant since September, 2009, and will remain vacant until there is more flexibility in the budget.
- The team served EAL/FAL students in 39 schools and 12 Early Childhood Education Centres, spanning the province from Alberton to Souris. The largest concentration of newcomer students was in the greater Charlottetown area served by the Eastern School District (ESD). FAL services were provided to two schools within La Commission scolaire de langue française (CSLF) and in several French Immersion settings. In addition to itinerant support, specialist staff provided ongoing support to educators across the province through professional development workshops, in-services, school visits, and committee work.
- From April, 2009, to March, 2010, approximately 339 assessments of new EAL/FAL learners were completed. In addition, approximately 300 assessments of EAL/FAL learners who had previously been enrolled in the school system for one or more years were completed in May and June of 2009.
- A considerable number of resources were purchased in 2009-2010 to enable itinerant teachers access to key materials when working with EAL/FAL learners across the K-12 system.
- With partners at the government and community levels, the section continued to review services required to support immigrant students and their families within the school system. Partnerships continued with the school boards to ensure that schools were prepared to accept newcomer students throughout the school year.
- In October, 2009, the Minister and the Director of Student Support Services visited the province's Canadian International School in Tokyo, Japan, to complete the site inspection and continue building our business relationship. Upon return, the inspection report was compiled and put on file.
- In December, 2009, the section participated in the Immigration Working Group to identify the needs of newcomer families across departments. The work of this group was been delayed due to the necessity to first develop a Settlement Strategy for the Population Secretariat. The section was involved in the consultation and review process for this strategy.
- The draft of *Our Welcoming Schools: Meeting the Needs of Newly Arrived Learners of EAL: A Practical Guide for PEI Educators* was piloted at Prince Street Elementary School beginning in January, 2010.
- The draft of the *Intermediate EAL Teaching Strategies Handbook* was completed and pilot groups are being identified.
- In February, an international education scan was completed by Davis Consulting; a business plan will be developed on the basis of this report.
- Ongoing communication with international agents and schools continued throughout the year regarding the possibilities of international recruitment of students to PEI. In February, a draft contract was sent to a school in China to lay the foundation for a 2+1 program through which students in Grades 10 and 11 would complete our EAL program and some of our PEI curricula in China, and come to PEI for their Grade 12 year. We are awaiting a response from the Chinese Ministry of Education.
- The final draft of the Minister's Directive on Tuition and Entitlement to Schooling Privileges was completed in March and will go to the School Boards for consultation.
- Four members of our staff attended the Teachers of English to Speakers of Other Languages (TESOL) Convention in Boston at the end of March. Information from this professional development opportunity was subsequently shared with all staff in the section.

Autism Services

- Autism-specific supports were provided to 168 school-aged students across the province during the 2009-2010 school year. Supports included individual assessment and programming, Individualized Education Program (IEP) development, transition planning, and consultation to assist in the development of Behaviour Support Plans.
- Autism Consultants were based in each school Board (three in ESD, two in WSB, and one part-time in CSLF) to provide support. An additional Autism Consultant position was reinstated in the ESD and the candidate has begun training.
- Employing a new Preschool Autism Coordinator, as well as, four Preschool Autism Specialists, doubled the capacity for enrolling children in Intensive Behavior Intervention (IBI) and substantially decreased the wait list for services.
- New assessments were administered at entry and exit from the IBI program allowing clearer measurement of program effectiveness.
- Continued the long term collaboration with Queen's University to study the prevalence of autism in Canada and in PEI.
- *Building Motivation: A Reinforcement Resource for Educators* was created to help build and disseminate knowledge in this area.
- A collaborative model for providing more intensive services for kindergarten-aged children was approved for implementation in the fall of 2010.

Special Education Section

Learning Disabilities

- A Response to Intervention (RTI) Advisory Committee was established to work on the implementation of the RTI service delivery model for schools. Two sub-committees met monthly to work on the intervention, identification and screening components of the RTI model.
- Through participation in the development of the Early Intervention Strategy, work was conducted on the implementation of a RTI model from birth to 59 months.
- In partnership with the Learning Disabilities Association PEI, a prominent speaker in the area of neuropsychology in reading and writing, Dr. Steven Fiefer, was engaged to speak in PEI. Registration was paid for approximately 50 resource teachers.

Speech Language Pathology Services

- Efforts continued to consolidate all speech language services for children in the education system into one service delivery model under the auspices of the Department of Education and Early Childhood Development.

Community Access Facilitator

- Support was provided to students with special needs, their parents, schools, the school boards, and community service providers to ensure that practical transition plans were in place to enable students to transfer from the school to the community. Students in Grades 8 to 12 were assisted in developing transition action plans that address educational, employment, recreational, transportation, residential and personal life skills goals.
- In collaboration with educators and community partners, the Community Access Facilitator organized a series of *Transitions Expos* for students with special needs to disseminate information on post-secondary employment and academic opportunities, transportation and residential services, advocacy, support groups, life skills training, and other issues. Participating agencies included the Association

for Community Living, the Cerebral Palsy Association, the Learning Disabilities Association, the Autism Society, and the PEI Council of People with Disabilities.
- Portfolio development was promoted.
- *Looking Forward to Work* workshops were provided in several locations across the province.
- The Community Access Facilitator participated in the following committees: Western Transitions Committee (Elmsdale); UPEI Adult Connections in Education (ACE) Advisory Committee; East Prince Transitions Committee (Summerside); School to Community Transitions Committee (Charlottetown); and the Eastern School to Work Transition Committee (Montague).

Student Support
- Schools ordered a wide variety of materials to support students' learning needs.
- Student Support Specialists visited resource teachers to discuss ways to support their literacy programs, and offered workshops on literacy strategies and initiatives.
- All elementary resource teachers received in-service on *An Introduction to the Continuum of Literacy Learning*.
- Work proceeded on the *Student Support Resource Guides* in French and English.
- All elementary and intermediate resource teachers received in-service on the CAMET Reading and Writing Achievement Standards.
- Data from the four Primary Intervention Program teachers were collected for the final report of the study that is now in its fourth year. Schools included Tignish, Bloomfield, St. Louis, and Elm Street in the Western School Board (WSB) and Glen Stewart, Sherwood, and Montague Consolidated in the Eastern School District (ESD). The four teachers will remain in the program at their respective schools.
- Approximately 270 packages of learning materials were loaned to Island teachers.
- Professional development sessions for students, as well as, school and board staffs were facilitated, including: Reading Comprehension; Reading Records; Student Support Resource Guide; Language Development and Reading: What Can You Do When a Student Struggles?; and Effective Literacy Tutoring.

Hearing Education Auditory Resources (HEAR)
- Sixty-nine (69) students across the Island received support from HEAR; 26 received direct services and 43 received annual/term consultations.
- HEAR received four new referrals.
- HEAR provides and maintains 11 personal FM systems for Island students diagnosed with severe Central Auditory Processing Disorder (CAPD).
- A number of wireless personal FM systems and accessories were purchased including:15 FM transmitters (teacher units); eight FM receivers (DHH- Deaf and Hard of Hearing) student units; and six personal FM receivers for students diagnosed with severe CAPD.
- HEAR teachers attended two in-services with the Atlantic Provinces Special Education Authority (APSEA) and participated in two online professional development workshops.
- Three students were assessed at APSEA and one attended a short term placement.

APSEA Service for Students who are Blind or Visually Impaired
- Fifty (50) students across the Island received support from APSEA including eight preschool and 42 school-age students.
- There were 10 new referrals to APSEA, five of which qualified for service; there was also one request for colour vision testing.

- Two braille users on PEI received intensive teaching of braille technology by an APSEA Center staff member who came to PEI from Halifax for two one-week periods.
- Students participated in eight one-week placements at the APSEA Center, Halifax; two students had longer placements (one month and 3.5 months).
- One student had a full 'prior to school entry' educational assessment at APSEA, Halifax.
- APSEA teachers in PEI participated in two disability specific PD sessions - one in Tatamagouch in May and one in Halifax in October.

Student Support Services

Healthy Schools

- The Department of Education and Early Childhood Development, the Department of Health and Wellness, the University of Prince Edward Island, schools, school boards, provincial alliances, community organizations, and community volunteers worked together to support the health and well-being of Island students. Over the past year, collaborative efforts resulted in a wide variety of new and strengthened comprehensive school health supports.
- The Department of Education and Early Childhood Development, in partnership with the University of Prince Edward Island, implemented the School Health Action Planning and Evaluation System (SHAPES) Survey. Through the SHAPES survey, information was collected from students 85 percent of Island students in Grades 5 to 12 about their knowledge, attitudes, and behaviours related to healthy eating, physical activity, tobacco use, and mental fitness. Summary reports were provided to participating schools and school boards, and a Provincial Summary report was created. Annual funding from the department will be used to support biannual data collection and to develop school health programs and initiatives in response to the results of the data. This year a School Health Grant was launched to support schools and school boards in developing programs and initiatives to address a variety of needs identified through the SHAPES reports.
- A partnership between the Department of Education and Early Childhood Development, the Department of Health and Wellness, and the PEI Healthy Eating Alliance continued to support the expansion of the number of school food programs offered (breakfast/snack), and provided support and resources for school nutrition policy implementation.
- To encourage good nutrition habits and to positively impact academic achievement, the departments, school boards, and schools continued to support school nutrition policies and the promotion of healthy eating to students and families through curriculum, school food programs and community partnerships.
- The Department of Education and Early Childhood Development supported provincial healthy lifestyle initiatives such as those developed by the PEI Healthy Living Strategy partners, the PEI Healthy Eating Alliance, the PEI Tobacco Reduction Alliance, and a variety of community health organizations that are designed to positively impact the health of students.

Provincial Adolescent School (PAS)

- Educational services were provided to 23 students from across the province during the 2009-2010 school year.
- Provincial Adolescent School staff partnered with the Provincial Adolescent Group Home and other group homes, community agencies, school boards, and the Child Youth Care Program at Holland College to support the personal, social, and learning needs of students.
- Provincial Adolescent School students and staff provided more than 300 hours of volunteer service to the Joe Ghiz Memorial Park over the 2009-2010 school year. Overall, the school has provided more than 2,800 hours of volunteer service to the park over the last six years.

- Five students from the Child and Youth Care Program at Holland College were involved with the school. Over an eight-week period, one student completed a 12-week work placement practicum at the PAS, two completed several hours of their work placements at the school, and two completed a series of sessions with PAS students related to personal and social development.
- The Provincial Adolescent School library increased resources during the 2009-2010 school year.
- With continued funding from the IODE Food for Thought program, the PAS continued to provide healthy nutrition breaks to the students.
- PAS continued to receive funding from the PEI School Breakfast program, enhancing the school's ability to provide nutrition breaks for the students.
- PAS received two grants from the SOGO Active organization which allowed the school to further enhance its ability to deliver an active recreation program.

Career Education

- Career Cruising, a computer career guidance system that includes current PEI labour market information, was implemented in all intermediate and senior high schools.

Diversity and Aboriginal Education

- A Tripartite Aboriginal Education Committee was established with representatives from the Department of Education and Early Childhood Development, the Mi'kmaq Confederacy of PEI, and Indian and Northern Affairs Canada (INAC).
- *Diversity and Equity in PEI Schools: A Framework* has been drafted in consultation with the Diversity Education Standing Committee. The document is a foundational text meant to provide a compass for future initiatives in diversity education.
- As an active member of the Council of Ministers of Education, Canada (CMEC), the department had a representative on the national Aboriginal Education Working Group and, in response to CMEC's *Learn Canada 2020*, provided input in preparing a national Action Plan on Aboriginal Education.
- Ongoing support was given by the department to the Provincial Fetal Alcohol Spectrum Disorder (FASD) Advisory Committee and the UPEI Connecting Aboriginal Cultures event.
- The 2009 Youth Leadership Symposium was a joint initiative involving the Department of Education and Early Childhood Development, UPEI, and Holland College. Diversity education was a major theme of the symposium and presentations were given to student representatives from all of the Island senior high schools.
- Ongoing support was given to schools in the development of diversity and inclusion plans.
- In order to consult with partners regarding the direction of an Action Plan for First Nation education, a summit on Aboriginal education was held. Representatives from the two First Nation communities joined members of the Department of Education and Early Childhood Development, the Department of Innovation and Advanced Learning, the provincial Aboriginal Secretariat, the Mi'kmaq Confederacy of PEI, the Western School Board, the Eastern School District, UPEI, Holland College, and the Department of Indian and Northern Affairs, Canada, to identify the priorities and objectives to be included in the Action Plan.
- The Education Policy and Planning Forum was the first to be established under the umbrella of the Tripartite Partnership Agreement (2007) between the province, the Mi'kmaq Confederacy of PEI, and the Department of Indian and Northern Affairs, Canada. Major accomplishments included drafting of an education Memorandum of Understanding and a Strategic Action Plan to improve the educational outcomes for First Nations learners.

- The Department of Education and Early Childhood Development, in collaboration with the Lennox Island First Nation, began planning for the delivery of the Grades 3 and 6 Provincial Common Assessments to students at John J. Sark School, a band-operated elementary school on the Lennox Island First Nation.
- Consultations were held with the Mi'kmaq Confederacy and with the Native Council of PEI regarding the inclusion of kindergarten in the public school system, data collection initiatives and the department's Career Development Framework.
- Plans were made to offer Summer Learning Institutes in Aboriginal and diversity education.
- The department is an active member of the Provincial Diversity Advisory Committee and participated in the Train the Trainer and Diversity Awareness Training Workshops through the Public Service Commission. Plans were made to deliver a diversity awareness workshop to all public service personnel.

Counselling

- Ongoing professional development of cousellors was supported through workshops and meetings with partners.

PEI School Athletic Association

- Implemented recommendations from the 2009 Organizational Review of the Prince Edward Island School Athletic Association.
- The School Sport Coordinator position was classified within the PEI Public Service, and a staff person was recruited.
- Prepared the Minister's Directive and Rules outlining the new governance structure for the PEI School Athletic Association and school sport in the province.
- Established a Media-Publicity Commissioner to help promote and profile school sport and raise awareness about the program.
- Three PEISAA Newsletters were published throughout the year.
- Fourteen (14) sport programs were offered among a variety of schools and at various levels across the province.
- Thousands of students continued to participate in individual and team school sport activities within island schools.
- Officials' associations grew and partnerships with post-secondary institutions and private sector organizations continued to evolve to meet the needs of students involved in school sport in PEI.
- The School Coach Module, a joint project of the Coaching Association of Canada and the Canadian School Sport Federation, was released to address coaching certification.
- Flag football achieved sport status and awards were presented for the first time in 30 years.
- The annual Track and Field Championship moved to the Alumni Canada Games Place and two other provincial championships were hosted by the Slemon Park Canada Games Facility.
- Regular Board Meetings were held to plan for and address issues regarding programming and sport within Island schools.

Early Childhood Development and Kindergarten Section

Role of Section

This section provides policy and funding advice to ensure Island children have a high quality learning experience in the early childhood and kindergarten sector. This section administers the direct funding program, the special needs funding program, the Best Start program, the provincial kindergarten program, and provides curriculum and curriculum resources to English, French, and French Immersion kindergarten programs. As well, this section has responsibility for the *Child Care Facilities Act*, R.S.P.E.I. 1988, Cap. C-5, including the certification of early childhood educators, licensing and inspections of early childhood programs, and resource support to the Child Care Facilities Board.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	6	4	7	7
Early Childhood / Kindergarten	$ 3,027,128	$ 3,349,667	$ 8,667,048	$ 7,702,069
Total	**$ 3,027,128**	**$ 3,349,667**	**$ 8,667,048**	**$ 7,702,069**

Major Achievements

- Supported the transition of educators from the early childhood sector to the school system.
- Supported the transition of resources, material, and equipment from existing kindergartens to the school-based kindergartens.

Goals of the Early Childhood Development and Kindergarten Section

- Contribute to the development of a comprehensive early childhood system in Prince Edward Island by providing a creative and unique curriculum, grounded in early childhood learning and development theories, and to maximize opportunities for all children
- Appreciate and build upon existing community-based programs, acknowledging best practices and diversity
- Balance flexibility and responsiveness to the needs of families and communities with fairness and consistency to all partners
- Address human resource issues including wages, benefits, working conditions and training
- Promote a system that is effective, cost-efficient and accountable
- Contribute to the ongoing development of the school-based kindergarten program, maintaining curriculum and program development and support.

Activities

Through the Bridges project, the early literacy specialist, early childhood coaches, and curriculum specialists continued to provide support to early childhood programs and kindergartens in the areas of curriculum and program development, creating optimal learning environments, in inclusion of children with special needs, and parent engagement.

- In collaboration with Holland College, the Early Childhood Development and Kindergarten section provided support to offer professional development sessions for school staff and administration on Play and the Learning Environment and the Kindergarten Integrated Curriculum.
- Early Childhood Coaches and the Early Literacy Specialist provided professional development for the Early Childhood Development Association at their bi-annual conferences.
- The Bridges program partnered with Holland College to offer Passport to Employment workshops to future workers in the early childhood field.
- A series of infant-toddler workshops was developed and implemented to support specific professional development needs.
- In collaboration with UPEI, Holland College, department staff, and early childhood educators, the Early Literacy Specialist co-developed and facilitated a unique early literacy practicum for UPEI Bachelor of Education students.
- The Early Literacy Specialist conducted a comprehensive review of 35 newborn early literacy programs and formed a PEI Advisory Committee to design, develop, and implement a new program for Prince Edward Island.
- An operational grant was provided to the Early Childhood Development Association.
- A resource and professional development grant was provided to the Early Childhood Development Association.

Professional Development/ School Development Section

Role of Section

Through the Professional Development section, the Department of Education and Early Childhood Development supports educators in continuous learning. Continuous learning ensures that educators are informed about new knowledge and best practices, and understand how to integrate these into their work in support of student learning. Through the School Development process, administrators and teachers are supported to examine their school through established success indicators, and to develop goals and action plans that will move them collectively to greater success in student learning.

Fiscal Year	2006-2007	2007-2008	2008-2009	2009-2010
Human Resources (FTE)	1	1	1	1
Total	$ 220,095	$ 257,502	$ 164,634	$ 285,760

Major Achievements

- The Dimensions of Leadership program continued to grow this year with a focus on supporting Principals and Vice-Principals to become Instructional Leaders. Coordinated with UPEI faculty, two very successful workshops were held with over 80 percent of our administrators to introduce the important topic and required skills. Two follow-up cohort groups used the online program Elluminate to meet bi-weekly in facilitated, hour-long meetings. Additionally, Dr. Avis Glaze conducted a full-day workshop on the topic for administrators in April. An evaluation will be completed at the end of the current school year, but we are encouraged by the participation, enthusiasm and commitment of administrators to meet in a new and time-saving way to discuss and learn about instructional leadership.

- The program for the fall Joint Staff Development (JSD) Day reflected the significant commitment to focus program offerings on student learning. Increasingly, teacher leaders and coaches prepare and present best practices in these workshops. In addition, the department and board consultants have opportunities to support teachers through providing information about new best practice models. Next year teachers will have the option to devote this development day to learning with their collaborative school groups. Active participation through networking and role-related learning contributed to the professional development of vice principals (VPs) in both the Eastern School District (ESD) and Western School Board (WSB). These programs were planned by a team that included VPs, board school development staff, and the Professional Development (PD) Coordinator. This year our program was interrupted because of H1N1 concerns and planning. Both the WSB and ESD felt the impact of the loss of one of their four PD days on the continuity and flow in their professional learning community.

Goals of Professional Development

- Provide diverse learning opportunities for teachers, administrators, and others who impact student learning, to enhance their professional knowledge and skills
- Plan, develop, and coordinate delivery of learning opportunities at provincial, board and school levels that are aligned with department and school goals
- Provide leadership, support, and resources to boards and school leaders in the school development process

Activities

- The Beginning Teacher Induction Program (BTIP) was again successfully offered in partnership with the three school boards, UPEI, and the PEI Teachers' Federation (PEITF). A provincial welcome workshop was held in late August and included an introduction to the program, curriculum, staff resources, and the union. The program was expanded to meet the needs of P1, as well as, all contract teachers with a six-month or longer period of engagement. In late August, beginning teachers were matched with mentors (another experienced teacher in a similar teaching area). Support and training, with a focus on building learning relationships, were provided for mentors and beginning teachers. Two workshops were held for beginning teachers, and one substitution day was provided to each beginning teacher to meet with a mentor, or to engage in planning sessions with other teachers. This opportunity was positively received by all beginning teachers. Several after-school workshops were offered for those who wished to attend. The PD Coordinator participated in a regional Council of Atlantic Ministers of Education and Training (CAMET) program examining the BTIPs across Atlantic Canada
- A regional CAMET research project related to creating uniform Leadership Standards for school administrators was supported by the PD Coordinator in consultation with the Provincial Leadership Development Committee.
- Planning for school-based PD is now fully integrated with School Development Planning Committees. The school-based school development days have made a significant contribution to teacher learning and the ability to move forward with school development.
- Funding in the amount of $50,000 was provided to support school-based and board-based PD. This funding supported the provincial Learning Day held in the fall, innovation grants to individual schools, and opportunities for peer coaching, planning, and observation.

- The awarding of three full-year and one half-year sabbatical leaves for the 2009-2010 school year was coordinated.
- Summer Learning opportunities were coordinated for teachers across the province. Summer institutes and in-services were offered in compliance with the PETF agreement. This resulted in reduced teacher pullout during the school year.
- All schools in the ESD, WSB, and CSLF continued to be involved in the School Development Planning process. The PD Coordinator provided ongoing leadership, facilitation, consulting, coaching support and financial resources to boards and school teams involved in School Development Planning:
  - Designed, developed, and delivered training for school development teams in support of identified goals at the school level'
  - An external review of the School Development Planning process was completed in the fall of 2009 and recommendations were taken to all stakeholders. Resulting actions encouraged a more unified provincial approach. Plans were made for the 2010-2011 school year to have TTFM parent, student and staff surveys completed during provincially set time frames. A coordinated approach resulted in the granting of two additional days to all schools to support collaborative work by teachers. In addition, support materials were prepared for teachers to support this collaboration and a common reporting and accountability structure is being developed;
  - Facilitated processes with boards and school-based school development teams and worked closely with identified staff who were experiencing specific team challenges;
  - Managed budget and allocated resources to meet program and system needs; and
  - Consulted with curriculum specialists about system needs as identified through the School Development process.
- Provided leadership to, and fostered collaboration among, the various educational partners, including the three school boards, PETF, UPEI Faculty of Education, principals, teachers, department consultants and other education partners, to ensure a comprehensive and aligned approach to professional development for Island educators.
- Monitored the professional development needs of the system. Generated and implemented ideas, initiatives and programs to meet identified needs within budget allocations.
- Participated in the Employee Development Committee supporting employee learning.
- Chaired the Provincial Professional Development Committee and its sub-committees.
- Provided advice and coaching to departmental staff concerning the design and delivery of professional development workshops including in-service (with respect to facilitation skills, process, and adult education, etc.).
- Provided training to literacy coaches on working with adults and supporting changes in practice among teachers.
- Facilitated meetings for educational partners and committee work.

Statistical Summary

Expenditures

Expenditure per Child in Kindergarten, PEI, by year

School Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Expenditure per child	$2,121	$2,193	$2,323	$2,756	$2,420	$4,893

Expenditure per Child in Grades 1 to 12, PEI, by year

School Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Expenditure per child	$7,607	$7,675	$8,230	$9,056	$9,743	$10,425

Enrolment in the PEI Education System

Kindergarten Enrolment

In 2009-2010, 1,574 children participated in our kindergarten program.

Grades 1 to 12 Enrolment

OFFICIAL PROVINCIAL ENROLMENT - SEPTEMBER 2009

DISTRICT / BOARD	GRADES												TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	
Eastern School District	965	898	834	953	897	964	1085	1132	1184	1311	1345	1261	12829
Western School Board	478	450	430	429	491	481	551	603	621	577	639	661	6411
French School Board	71	74	63	76	84	53	68	53	68	46	22	37	715
Private Schools	19	17	19	14	20	19	17	21	15	9	7	16	193
TOTAL	1533	1439	1346	1472	1492	1517	1721	1809	1888	1943	2013	1975	20148

Enrolment by District and School

EASTERN SCHOOL DISTRICT ENROLMENT - SEPTEMBER 2009

SCHOOL NAME	GRADES												TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	
Belfast Consolidated	13	13	11	13	14	16	14	14	17				125
Birchwood Intermediate							93	101	102				296
Bluefield High										250	275	263	788
Cardigan Consolidated	16	23	14	27	16	22							118
Central Queens Elementary	32	36	23	29	37	27							184
Charlottetown Rural High										367	366	371	1104
Colonel Gray High										325	339	280	944
Donagh Regional	21	22	16	14	21	19	8	5	15				141
East Wiltshire Intermediate							179	196	185				560

Eastern School District Enrolment - September 2009 (Continued)

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Eliot River Elementary				154	132	162							448
Englewood	25	22	17	26	22	18	17	20	24				191
Georgetown Consolidated	5	12	15	15	14	12	9	12					94
Glen Stewart Elementary	142	103	106	110	113	106							680
Gulf Shore Consolidated	19	18	24	14	22	19	28	37	25				206
L.M. Montgomery Elementary	55	47	43	51	44	47							287
Montague Consolidated	52	62	55	55	57	58							339
Montague Intermediate							102	102	155				359
Montague Regional High										229	216	196	641
Morell Consolidated	23	22	28	25	27	21	29	36					211
Morell Regional High									69	70	86	75	300
Mt. Stewart Consolidated	16	10	23	15	10	20	24	22					140
Parkdale Elementary	17	14	17	18	19	15							100
Prince Street Elementary	34	39	29	50	22	44							218
Queen Charlotte Intermediate							200	162	195				557
Sherwood Elementary	90	57	69	81	75	79							451
Souris Consolidated	46	40	37	49	51	55	34						312
Souris Regional High								71	68	70	63	76	348
Southern Kings Consolidated	26	27	24	35	30	32	34	45					253
Spring Park Elementary	66	52	45	47	54	55							319
St. Jean Elementary	14	18	18	14	12	18							94
Stonepark Intermediate							300	289	309				898
Vernon River Consolidated	15	10	8	11	10	20	14	20	20				128
West Kent Elementary	28	50	23	36	33	22							192
West Royalty Elementary	64	63	61	64	62	77							391
Westwood Primary	146	138	128										412
Total	965	898	834	953	897	964	1085	1132	1184	1311	1345	1261	12829

Western School Board Enrolment - September 2009

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Alberton Elementary	19	28	20	30	33	37							167
Amherst Cove Consolidated	22	13	11	14	14	20	13	21					128
Athena Consolidated	37	35	40	28	50	26	47	43	64				370
Bloomfield Elementary	26	37	21	28	13	21							146
Ellerslie Elementary	40	29	22	21	28	36							176
Elm Street Elementary	56	43	49	98	106	89							441
Greenfield Elementary	82	71	67	27	40	29							316
Hernewood Junior High							102	109	113				324
Kensington Intermediate/Senior High							69	79	76	52	92	67	435
Kinkora Regional High									48	51	43	44	186
M.E. Calaghan Intermediate							92	92	98				282
Miscouche Consolidated	23	24	32	19	31	22	35	36	22				244
O'Leary Elementary	22	24	19	21	29	34							149
Parkside Elementary	26	24	20	35	28	40							173
Queen Elizabeth Elementary	43	37	47	41	50	54							272
Somerset Elementary	18	22	16	13	19	18	17	26					149
St. Louis Elementary	24	25	22	17	24	22							134
Summerside Intermediate							176	197	200				573
Three Oaks Senior High										273	283	309	865
Tignish Elementary	40	38	44	37	26	33							218
Westisle Composite High										201	221	241	663
Total	478	450	430	429	491	481	551	603	621	577	639	661	6411

Commission scolaire de langue français Enrolment - September 2009

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
École Évangéline	17	22	12	15	22	15	29	22	31	23	8	21	237
École François-Buote	25	25	23	28	27	18	26	27	28	18	11	11	267
École St-Augustin	4	4	7	9	10	9							43
École-sur-Mer	10	15	12	12	15	3							67
École Pierre-Chaisson	7	6	4	7	7	5	5	4	6	5	1	4	61
École la Belle Cloche	8	2	5	5	3	3	8	0	3	0	2	1	40
Total	71	74	63	76	84	53	68	53	68	46	22	37	715

Private School Enrolment - September 2009

School Name	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Immanuel Christian	9	10	9	8	8	9	7	6	6				72
Full Circle Co-operative								1	0	2	2	4	9
Grace Christian	10	7	10	6	12	10	10	14	9	7	5	12	112
Total	19	17	19	14	20	19	17	21	15	9	7	16	193

Enrolment by Grade, Prince Edward Island, 2000/01 to 2009/2010

Year	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
2000-2001	1729	1864	1883	1932	1991	2023	1939	1978	2087	2100	2019	2146	23691
2001-2002	1794	1711	1857	1898	1924	2000	2047	1953	1988	2104	2069	2104	23449
2002-2003	1716	1782	1711	1859	1909	1928	2037	2050	1976	2035	2105	2134	23242
2003-2004	1626	1711	1784	1712	1871	1923	1958	2043	2057	2045	2058	2117	22905
2004-2005	1473	1641	1690	1796	1719	1884	1936	1981	2068	2147	2060	1988	22383
2005-2006	1458	1456	1637	1708	1805	1726	1912	1948	1987	2186	2123	2002	21948
2006-2007	1419	1449	1462	1634	1716	1804	1751	1919	1945	2143	2142	1981	21365
2007-2008	1295	1431	1452	1493	1650	1736	1854	1755	1921	2119	2103	2004	20813
2008-2009	1433	1334	1464	1487	1521	1684	1788	1874	1806	2111	2063	1971	20536
2009-2010	1533	1439	1346	1472	1492	1517	1721	1809	1888	1943	2013	1975	20148
10 year % Change	-11.3	-22.8	-28.5	-23.8	-25.1	-25.0	-11.2	-8.5	-9.5	-7.5	-0.3	-8.0	-15.0

Enrollment in French Immersion

Grade	2008-2009			2009-2010		
	Female	Male	Total	Female	Male	Total
1	171	150	321	166	133	299
2	158	138	296	154	122	276
3	142	116	258	148	126	274
4	147	129	276	146	108	254
5	134	101	235	138	126	264
6	150	116	266	129	94	223
7	284	205	489	267	225	492
8	260	185	445	294	195	489
9	236	177	413	258	179	437
10	258	206	464	230	171	401
11	262	166	428	242	181	423
12	199	147	346	226	139	365
Total	2401	1836	4237	2398	1799	4197

Average Class Size by District

Eastern School District Average Class Size Grades 1 to 9, 2006-2007 to 2009-2010

Grade	Number of Students				Number of Classes				Average Class Size			
	2006 - 2007	2007 - 2008	2008 - 2009	2009- 2010	2006 - 2007	2007 - 2008	2008 - 2009	2009- 2010	2006 - 2007	2007 - 2008	2008 - 2009	2009- 2010
1	895	811	878	905	51	46	49	55	17.6	17.6	17.9	17.5
2	876	920	827	898	44	44	46	49	19.9	20.9	18.0	18.3
3	917	876	937	834	42	44	51	46	21.8	19.9	18.4	18.1
4	1030	946	886	953	51	46	46	49	20.2	20.6	19.3	19.4
5	1066	1040	955	897	49	52	44	42	21.8	20.0	21.7	21.4
6	1130	1090	1048	969	52	50	54	46	21.7	21.8	19.4	21.0
7	1143	1160	1114	1085	50	48	51	48	22.9	24.2	21.8	22.6
8	1266	1144	1170	1132	47	46	50	46	26.9	24.9	23.4	24.6
9	1275	1279	1169	1184	41	49	49	44	31.1	26.1	23.9	26.9

Western School Board Average Class Size Grades 1 to 9, 2006-2007 to 2009-2010

Grade	Number of Students				Number of Classes				Average Class Size			
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010
1	441	425	453	478	23	21	26	25	17.2	20.2	17.4	19.1
2	491	429	427	450	24	21	22	22	20.5	20.4	19.4	20.5
3	486	494	434	430	25	26	24	22	19.4	19.0	18.1	19.5
4	530	490	492	429	26	24	23	25	20.4	20.4	21.4	17.2
5	586	535	491	491	24	24	23	24	24.4	22.3	21.4	20.5
6	595	585	544	481	28	27	27	24	21.3	21.7	20.2	20.0
7	552	620	601	551	24	26	26	26	23.0	23.8	23.1	21.2
8	619	556	617	603	28	25	23	26	22.1	22.2	26.8	23.2
9	624	613	564	621	27	27	25	25	23.1	22.7	22.6	24.8

Prince Edward Island Average Class Size Grades 1 to 9, 2006-2007 to 2009-2010*

Grade	number of Students				Number of Classes				Average Class Size			
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010
1	1336	1236	1331	1443	74	67	75	80	18.1	18.4	17.7	18.0
2	1367	1349	1254	1348	68	65	68	71	20.1	21.8	18.4	19.0
3	1403	1370	1371	1264	67	70	75	68	20.9	19.6	18.3	18.6
4	1560	1436	1378	1382	77	70	69	74	20.3	20.5	20.0	18.7
5	1652	1575	1446	1388	73	76	67	67	22.6	20.7	21.6	20.7
6	1725	1675	1592	1455	80	77	81	70	216	21.8	19.7	20.8
7	1695	1780	1715	1636	74	74	77	74	22.9	24.1	22.3	22.1
8	1885	1700	1787	1735	75	71	73	72	25.1	23.9	24.5	24.1
9	1899	1892	1733	1825	68	76	74	69	27.9	24.9	23.4	26.2

* ESD and WSB only. CSLF and private school data are not included due to disproportionately small class size.

Graduates and School Leavers

High School Graduation Rates by District by Gender

PUBLIC SCHOOL GRADUATION RATES BY GENDER, 2008-2009 AND 2009-2010

JURISDICTION	2008-2009			2009-2010		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
Eastern School District	94.8%	89.8%	92.3%	92.8%	87.2%	89.9%
Western School Board	87.1%	85.7%	86.4%	88.3%	85.7%	87.0%
La Commission scolaire de langue française	95.2%	92.6%	93.8%	87.5%	90.5%	89.2%
PROVINCE	92.0%	88.7%	90.4%	91.2%	86.8%	88.9%

High School Early Leaver Rates

PUBLIC HIGH SCHOOL EARLY SCHOOL LEAVER RATES BY GENDER 2007-2008 TO 2009-2010

SCHOOL YEAR	GRADE 10				GRADE 11				GRADE 12				OVERALL					
	FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		MALE		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2007-2008	33	3.2	45	4.1	34	3.4	47	4.3	26	2.7	42	4.1	93	3.1	134	4.2	227	3.6
2008-2009	57	5.7	75	6.8	39	4.0	61	5.7	45	4.7	59	5.8	141	4.8	195	6.1	336	5.5
2009-2010	38	4.2	49	5.1	33	3.6	51	5.0	40	4.3	65	7.1	111	4.0	165	5.7	276	5.0

Learning Opportunities

Student/computer ratio:

- The ratio of students to computers in schools was 3.6 students per 1 computer overall.
- In the Eastern School District, there were 3.9 students per 1 computer.
- In the Western School Board, there were 3.2 students per 1 computer.
- In the Commission scolaire de langue française, there were 2.6 students per 1 computer.

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